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ABSTRACT

This second volume of a curriculum guide for use in vocational home economics programs in Louisiana is intended for ninth and tenth grade students, tenth through twelfth grade students, and those studying two one-semester courses in clothing and textiles. Topics covered in the units are the following: social-psychological aspects of clothing, personal appearance, textiles, economic aspects of clothing, clothing care, careers in clothing and textiles, and clothing construction skill development. Each topic is complete with content, student learning activities, and resources. A complete topical outline for all levels is included in the initial pages of each volume of the guide, while topical outlines for each level precede the materials for that specific level. Student competency-based objectives are included for each topic, and some suggested student learning activities are given with the content under each topic and subtopic. Teacher and student resources--such as bulletins, pamphlets, audiovisual materials, and state-approved textbooks--are suggested for each topic and subtopic. An appendix to the guide contains a list of supplementary materials with complete reference information and a brief description of the materials, bulletin board ideas, and teaching supplements. (KC)

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

BULLETIN 1700

CLOTHING AND TEXTILES CURRICULUM GUIDE

VOLUME II

for

Vocational Home Economics Programs
(Grades 9-12)

Issued by

Office of Vocational Education
N. J. Stafford, Jr., Ed.D.
Assistant Superintendent

J. KELLY NIX
State Superintendent

1983

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FOREWORD

The Clothing and Textiles Curriculum Guide is a vital part of the overall revision of curricula for Louisiana Vocational Home Economics Programs.

Dr. Betty C. Harrison, teacher educator, Department of Vocational Home Economics Education in the School of Vocational Education, Louisiana State University, Baton Rouge, served as director of this curriculum development project. Significant contributions were also made by Mrs. Claudette Simoneaux, research associate for the project, and Mrs. Carole Nola, project secretary. The State Department of Education appreciates the concentrated and collective efforts of these professionals.

The unique contributions of the project advisory council, secondary vocational home economics teachers and other field reviewers, LSU VHEE graduate students, and a skillful professional consultant are also appreciated.

J. KELLY NIX
State Superintendent of Education

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Special recognition goes to Dr. Betty C. Harrison, project director; Mrs. Claudette Simoneaux, research associate; and Mrs. Carole Nola, project staff, all of whom worked as a team in developing this guide at Louisiana State University. Personal dedication and sacrifice plus established standards for excellence were exemplified in the development of this guide.

Valuable assistance was provided by the project advisory council, graduate students at LSU in VHEE, in-state field reviewers, and an out-of-state consultant, Ms. Patricia Lindley of the Texas Education Agency in Austin. The research base upon which the guide was developed involved vocational home economics teachers throughout Louisiana, vocational home economics program representatives throughout the nation, and clothing specialists with the cooperative extension service in each state.

To all persons who made contributions to the Clothing and Textiles Curriculum Guide, sincere thanks are expressed.

N.J. Stafford

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Assistant Superintendent
Office of Vocational Education
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In response to a request by project personnel, representatives from vocational home economics teachers in the parish and city systems were recommended by local administrators to be field reviewers for the project. The charge to the reviewers was to critique the prepared materials and submit suggestions for improving the curriculum guide.

Below are the names of the Louisiana vocational home economics teachers who served as field reviewers.

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Louisiana State University Graduate Assistants in Vocational Home Economics Education who helped the project personnel during the time the guide was being developed included:

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Ressa Hirsch (1981-82)

Victoria Arku (1981-82)
Dolores Sterling (1982-83)
Felecia Eghan (1982-83)

The participants in the LSU VHEE PIPS Workshop, "Teaching Clothing Apparel and Textile Products," held during 1981-82, critiqued and contributed ideas for the presentation of the final document.

Name of Participants	Parish
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RATIONALE

During recent years there has been a surge of interest in vocational home economics curriculum development. According to Spitze (1977) curriculum must change along with the societal changes if the profession is to continue to assist individuals to survive in an ever-changing world. Faced with changing families, diverse populations, and national concerns, educators perceived a need to modernize the clothing and textiles curriculum guide for secondary home economics teachers in Louisiana.

Clothing and textiles are a basic need of all persons. Changing conditions and life-styles affect the means by which this need is satisfied. Providing vocational home economics program participants with diverse opportunities for improving decision making, clothing and textiles consumption and care, or entering and advancing in employment at home and the marketplace can enhance the knowledge base, skill development, and attitudinal adjustments of those individuals. Preparing persons for today and tomorrow must be considered when developing curricula to expand years and constant change as well as diverse populations and ages. Seven areas of focus needed in clothing and textiles evolved from the research for this project. The areas are (1) Social-Psychological Aspects of Clothing, (2) Personal Appearance, (3) Textiles, (4) Economic Aspects of Clothing, (5) Clothing Care, (6) Careers in Clothing and Textiles, and (7) Clothing Construction Skill Development. Each of the areas appears to be necessary for the general preparedness of youth and/or adult program participants. However, limited availability of clothing and textiles curriculum guides in America was found. An eagerness to obtain this work was expressed from many areas of the country. The focus for study in clothing and textiles must be relevant to today but adaptable for tomorrow. Therefore, individuals responsible for classroom study must keep current, remain flexible, and willingly adjust classroom opportunities for students to enter and competently exit the program.

A primary goal in using the research base mentioned above in this curriculum development project was to help the classroom teacher. The intent is for the material to be used as a guide and not to delimit the creativity and enthusiasm of the teacher and/or program participant.

The format of the guide allows independent use of topics, objectives, content, student learning experiences, resources, and supplementary materials. The division of levels is for facilitating use of the guide. Orientation of the guide is aimed at relating learning opportunities in clothing and textiles to both consumer and homemaking activities and wage-earning aspects of vocational home economics programs.

ABOUT THE GUIDE

This Clothing and Textiles Curriculum Guide was designed for efficient use by teachers in vocational home economics programs. The preparation of the guide began in 1981, and it was completed in 1983.

A group of persons active in the field of clothing and textiles or a related area was asked to serve in an advisory capacity to the project personnel. The committee members from secondary and university teaching, research, extension, business, administration, and private enterprise freely gave of their time and expertise. Needs were appraised, guidelines suggested, reviews performed, and general counsel provided throughout the project.

A survey was conducted by the project personnel to assess needs and identify priorities for subject matter content at various program levels. Selected home economics teachers from each of the 64 parishes and two city school systems plus the advisory committee responded. Concepts to be addressed and the degree of emphasis for those concepts were evaluated. Inquiries were made to all offices of Vocational Home Economics and to all Cooperative Extension Offices in the United States. Based on these findings, a topical outline was prepared.

Some PIP and Summer workshops provided opportunities for topical outline revision, guide components and format ideas, teaching content information, ideas for student learning experiences, and identification of resources on selected topics.

Seven major categories evolved from the research:
--Social-Psychological Aspects of Clothing
--Personal appearance
--Textiles
--Economic Aspects of Clothing
--Clothing Care
--Careers in Clothing and Textiles
--Clothing Construction Skill Development

The topics within the above areas are organized into five levels. Some of the topics are included in more than one level, and the topical outline illustrates the distribution of the topics throughout the guide. The guide has been divided into three volumes to facilitate distribution of the guide to teachers with programs for junior high schools with grades 6 through 8, senior high schools with grades 9 through 12, and out-of-school youth and adults.

Clothing and Textiles--Volume I
This volume includes Level I for entry level students in grades 6 through 8. Topics from Level I may be included in Exploratory Homemaking, an approved elective offering for students in grades 6 through 8. The wide range of topics permits the selection of appropriate learning activities to meet the needs of students in these grades.

The unit may be limited to nonlaboratory learning experiences, or the unit may include a simple construction project, if students have access to a clothing laboratory. The teacher is not expected to include all of the topics and learning activities presented in this volume.

Clothing and Textiles--Volume II

The second volume includes Levels II, III, and IV. These levels focus on the secondary program for students in grades 9 through 12.

Level II is designed for use as the six- to eight-week unit on clothing and textiles in Consumer-Homemaking I, a comprehensive home economics course for students in the ninth and tenth grades. If students have access to a clothing laboratory, the unit may include the construction of a simple garment, such as pants, shorts, or a skirt, and/or a set of samples illustrating basic construction techniques.

Level III is designed for use as the clothing and textiles unit in Consumer-Homemaking II, a comprehensive home economics course for students who are in grades 10 through 12 and who have completed Consumer-Homemaking I. Students should have access to a clothing laboratory, and the unit should include the development of clothing construction skills necessary for the completion of a simple blouse or shirt with set-in sleeves and a collar.

Level IV includes two one-semester courses lasting 18 weeks for students in grades 10 through 12. The topics under IV-A in the topical outline are for the nonprerequisite semester course in Clothing and Textiles. The selection of topics for this course should include consideration of the students' previous experiences in clothing and textiles. Students who have completed Consumer-Homemaking II should not enroll in this semester course, because the major topics included in Consumer-Homemaking II are also included in the nonprerequisite semester course. Topics in clothing construction skill development should be included in the nonprerequisite semester course in Clothing and Textiles. The topics are not repeated, however, and the teacher is required to refer to Levels II and III for appropriate learning experiences in clothing construction.

Level IV also includes topics for the semester course entitled Advanced Clothing and Textiles. These topics are identified under IV-B in the topical outline. Students are required to complete the nonprerequisite semester course in Clothing and Textiles or Consumer-Homemaking I and II prior to enrolling in the advanced semester course.

Clothing and Textiles--Volume III

The third volume includes Level V for adults and out-of-school youth. Learning activities focus on basic and/or advanced experiences in clothing and textile subject matter to meet the needs of participants.

Scope and Sequence

Topics are in sequential order for each category at each level. Each topic is complete with content, student learning activities, and resources. This format allows for rearrangement as deemed appropriate within the levels. All topics are not expected to be included at each level in each program in the State. Selection of the topics for entry-exit competencies of the participants should be within the scope and time frame recommended by the Home Economics Section.

A complete topical outline for all levels is included in the initial pages of each volume of the guide. Topical outlines for each level precede the materials for that specific level. Adhering to the general provisions of the outlines can ensure better articulation and greater achievement.

Student competency-based objectives are included for each topic and/or sub-topic. Each objective indicates specific behavior expected under the conditions identified. The acceptable level of accuracy for each objective will need to be determined by the teacher and/or school system.

The detailed, outlined content area for each topic and/or sub-topic is intended to guide the teacher's presentation of a common body of knowledge. Teachers should feel free to add, delete, or adjust the information provided in the guide according to the needs, interests, and abilities of their students.

Some suggested student learning activities are given with the content under each topic and/or sub-topic. The activities were planned to coincide with the content being presented. Teachers are encouraged to add other unique teaching-learning strategies for the achievement of the objectives stated in the guide. Some ideas for FHA/HERO projects and ideas for special needs students are also included.

Teacher and student resources are provided for each topic and/or sub-topic. Textbooks related to clothing and textiles are those listed in Louisiana State Adopted Textbooks and Materials, 1982. Selected resources include bulletins, pamphlets, and audio-visual materials available for use by the teacher and student.

A listing of supplementary materials is provided in the appendix of each volume of the guide. Included is complete reference information with a brief description of the materials. Bulletin board ideas and teaching supplements are also included.

Reviews

An out-of-state field consultant analyzed the developed plan, provided direction and suggestions for improvement, and reviewed the materials for accuracy, progressiveness, and sound practice in the clothing and textiles content area for home economics programs.

Statewide review of the curriculum materials was done by representative local home economics teachers. Each city and/or parish system was invited to participate in the review. Ideas and suggestions for improvement were considered and incorporated where feasible.

The guide was submitted to the Louisiana Department of Education for approval prior to the printing for widespread distribution.

The Clothing and Textiles Curriculum Guide is just that--a guide--not an all-encompassing end but a beginning for those who use it.

CLOTHING AND TEXTILES TOPICAL OUTLINE

Topics	Levels*/Page Numbers					
	I	II	III	IV-A	IV-B	V
I. SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING						
A. Functions of clothing	001	---	---	001	---	---
B. Effects of clothing on the individual	003	---	---	003	---	---
C. Impressions created by clothing	005	---	---	005	---	---
D. Historical influences on clothing	---	---	---	---	083	---
E. Societal factors affecting clothing	---	---	---	---	085	---
F. Fad, fashion, style	---	---	001	---	087	---
G. Values and life cycle	---	---	---	---	---	001
H. Art principles (color)	007	001	---	007	---	---
1. Color (terminology)	007	---	---	---	---	---
2. Basic color harmonies	---	001	---	---	---	---
3. Color (effects on personal coloring)	009	003	---	---	---	---
4. Color (guidelines for selecting and combining)	---	---	---	007	---	---
I. Art principles (line and design)	---	005	---	009	---	---
1. Lines (basic)	---	005	---	---	---	---
2. Lines (effects)	---	---	---	009	---	---
3. Design (principles of)	---	007	---	---	---	---
4. Design principles and wardrobe coordination	---	009	---	---	---	---
II. PERSONAL APPEARANCE						
A. Posture	011	---	---	---	---	---
1. Advantages of good posture	011	---	---	---	---	---
2. Self sustaining rules	013	---	---	---	---	---
3. Maintenance of body position	017	---	---	---	---	---

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* Level I - Exploratory Homemaking
Level II - Consumer-Homemaking I
Level III - Consumer-Homemaking II
Level IV-A - Clothing and Textiles, nonprerequisite semester course
Level IV-B - Advanced Clothing and Textiles, semester course
Level V - Classes for adults and out-of-school youth

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
B. Skin care	019	---	---	---	---	---
1. Skin and care products	019	---	---	---	---	---
2. Cosmetics	023	---	---	---	---	---
C. Hair	025	---	---	---	---	---
1. Hair care--condition, products, schedules, problems	025	---	---	---	---	---
2. Hair styles	028	---	---	---	---	---
D. Figure (body shapes)	---	---	003	---	---	---
E. Total look	031	011	005	011	---	---
1. Health habits	031	---	---	---	---	---
2. Type of accessories	033	---	---	---	---	---
3. Accessory use in wardrobe	---	---	005	---	---	---
4. Function, selection, and care of accessories	---	---	---	011	---	---
5. Suitability of and general guidelines for accessories	---	011	---	---	---	003
6. Foundation garments	---	---	007	---	---	---
III. TEXTILES						
A. Fibers	035	013	009	017	089	---
1. Use and care	035	---	---	---	---	---
2. Classification	---	013	---	---	089	---
3. Characteristics	---	---	009	017	---	---
B. Yarns (classification)	---	---	---	---	093	---
C. Fabric construction	---	---	012	020	095	005
1. Woven fabrics	---	---	012	020	---	005
2. Basic weaves (plain, satin, twill)	---	---	---	---	095	016
3. Complex weaves	---	---	---	---	098	---
4. Knitted (selection, sewing)	---	---	015	023	---	011
5. Knitted (types, characteristics)	---	---	---	---	101	008
6. Matted, bonded/ interlocking, braided, knotted, twisted, or looped	---	---	---	---	104	013
D. Design	---	---	---	---	107	024
1. Dyeing	---	---	---	---	107	024
2. Characteristics and methods of printing design	---	---	---	---	109	026

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
3. Selection and kinds of surface designs	---	---	---	---	111	028
E. Fabric finishes (aesthetic and functional finishes)	---	---	017	025	---	019
F. Fabric selection	039	---	---	---	---	---
IV. ECONOMIC ASPECTS OF CLOTHING						
A. Decision making (needs, wants, money)	043	---	---	031	---	---
B. Wardrobe planning	047	017	---	035	---	---
1. Situation and need	047	---	---	035	---	---
2. Special wants, inventory	051	---	---	039	---	---
3. Care requirements	055	---	---	---	---	---
4. Resources available	---	017	---	---	---	---
5. Clothing for the teenager	---	019	---	---	---	---
C. Shopping for clothing	057	---	023	043	133	---
1. Pre-determined goals	057	---	---	---	133	---
2. Quality indicators	---	---	023	043	---	---
3. Places and time to buy	---	---	---	047	---	---
4. Comparison shopping	---	---	027	051	---	---
D. Accepting consumer responsibilities	059	029	029	053	---	---
1. Sources of consumer information	059	---	---	053	---	---
2. Advertising	---	---	---	055	---	---
3. Labels	---	031	---	057	---	---
4. Basic rights	---	029	---	061	---	---
5. Complaints	---	---	029	063	---	---
6. Federal Trade Commission	---	035	---	---	---	---
E. Family clothing	---	---	---	---	113	030
1. Values and life cycle	---	---	---	---	113	---
2. Selection and features of children's clothing	---	---	---	---	115	030
3. Children's clothing--measuring and sizing, workmanship, buying tips	---	---	---	---	118	033
4. Men's clothing	---	---	---	---	121	036
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2. Terms used with recycling clothing	061	---	---	---	---	---
3. Steps in recycling garments	---	025	---	---	---	---
4. Minor and other changes in recycling garments	---	---	---	---	135	---
5. Recycle an item of clothing	---	---	---	---	137	---
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7. Alteration of custom-constructed clothes	---	---	---	---	139	046
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3. Selection of large equipment (sewing machine)	---	---	043	---	167	---
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2. Size and measurement	081	051	---	*	---	---
3. Packet information	087	055	---	*	---	---
4. Recycling patterns	---	---	---	---	171	060
C. Fabric selection	039	057	---	*	---	---
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* Refer to the pages indicated for Levels II or III for information on these topics for the nonprerequisite semester course in Clothing and Textiles.

Topics	Levels/Page Numbers					
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F. Pre-construction	099	071	---	*	---	---
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1. Function, types, selection	---	---	057	*	---	078
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K. Seams	115	087	---	*	---	---
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M. Fullness	---	097	---	*	191	074
1. Gathering and shirring	---	097	---	*	---	074
2. Darts and tucks	---	099	---	*	---	---
3. Pleats	---	---	---	---	191	076
N. Facings (function, types, cutting, constructing, finishing)	---	---	069	*	---	---
O. Collars (types, application, construction, detachable)	---	---	075	*	---	085
P. Sleeves	---	---	079	*	193	089
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2. Types, fit, parts	---	---	081	*	---	---

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* Refer to the pages indicated for Levels II or III for information on these topics for the nonprerequisite semester course in Clothing and Textiles.

Topics	Levels/Page Numbers					
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3. Characteristics of sleeve types, construction and application	---	---	083	*	---	089
4. Finishes, openings, cuffs, bands	---	---	---	---	193	093
Q. Zippers (types, selection, application)	---	103	---	*	---	096
R. Waistline finishes	125	109	---	*	---	---
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2. Waistbands--construction, application, evaluation	---	113	---	*	---	---
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2. Finishes for hems, hemming stitches	131	121	---	*	---	---
T. Fasteners	---	125	---	*	---	102
U. Buttonholes and buttons (types, selection, application)	---	---	087	*	---	117
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Y. Tailoring	---	---	---	---	207	120
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5. Pre-construction	---	---	---	---	215	128
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8. Principles of fitting	---	---	---	---	225	136
9. Construction techniques	---	---	---	---	227	138

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* Refer to the pages indicated for Levels II or III for information on these topics for the nonprerequisite semester course in Clothing and Textiles.

LEVEL II - CLOTHING AND TEXTILES UNIT
(Consumer-Homemaking I)

LEVEL II - CLOTHING AND TEXTILES UNIT
(Consumer-Homemaking I)

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SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC	ART PRINCIPLES
SUB-TOPIC	Basic Color Harmonies
OBJECTIVES	*Given information on color, the student will be able to construct a color wheel and distinguish among the primary, secondary, and intermediate colors.* *Using the color wheel, the student will be able to describe the basic color harmonies.*

CONTENT	STUDENT LEARNING ACTIVITIES
Color Wheel --Placement of colors on color wheel .Primary .Secondary .Intermediate --Use of color wheel .Develop color harmonies. .Identify color schemes. .Determine effect of color on size. .Observe warm and cool colors.	Make a color wheel using paints or construction paper or fabric swatches. Discuss color scheme used in individual fashions worn by members of the class. Find pictures of clothing that illustrate the apparent effect of colors on size.
Color Harmony --Combine colors to achieve pleasing effects.	Explain the term "color harmony." Prepare a value scale for a favorite color.
Basic Color Harmonies --Related harmonies produce restful combinations because of unity. .Monochromatic .Analogous --Contrasted harmonies produce exciting combinations using a strong color plus a neutral tone. .Complementary .Triad .Split-complementary .Accented neutral --Use of color harmonies	Study illustrations of color harmonies in reference books. Define and/or explain each color harmony. Compile a booklet of pictures depicting the various color harmonies. Label each harmony. Make a color harmony booklet using paint, paper, or fabric. Label each harmony. Plan a basic wardrobe for an individual with specific needs and characteristics using a selected color and/or harmony.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 264-265.

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 114-117.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 211-212.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 127-132.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 106-107.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 75-77.

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Paolucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 212-213.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 38-39.

The new Vogue sewing book (Rev. ed.). New York: Butterick Publishing, American Can Company, 1980. 10-11.

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Potter, G. D. Elements and principles of design. Knoxville, Tenn.: The University of Tennessee Cooperative Extension Service, 1976.

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC ART PRINCIPLES

SUB-TOPIC Color (Effects on Personal Coloring)

OBJECTIVE *Using the information gained through the study of color, the student will be able to select suitable colors for a personal wardrobe.*

CONTENT	STUDENT LEARNING ACTIVITIES
Use of Color --Complementary colors emphasize each other by contrast. .Pink skin tones are emphasized by use of the greens.	Collect fabric swatches appropriate for specific individual descriptions. Using color collars, choose colors suited for personal wardrobe.
--A neutral color appears brighter when used with other colors. .Example (off-white trimmed with red)	Prepare examples of the principles considered in using color.
--Black absorbs light; white reflects light.	
--Use bright colors in small areas, dull colors in large areas.	
--Repetition emphasizes color .Pink emphasizes red skin tones.	Illustrate through the use of a light box the effects of different kinds of artificial light.
--Color is altered by artificial light.	
--Colors are changed by texture. .Example (satin, velvet) --Illusions with light and color .White and light colors appear to increase size. .Black and dark colors appear to decrease size.	Select a model to illustrate illusions formed by color and intensity of fabric, lighting effects and color-texture combinations.
--Intensity and color .Bright colors tend to increase size. .Dull colors tend to decrease size.	Conduct an electric project using color, heat absorbancy, or refraction of light on clothing or household items.

--For better balance, light colors are used above dark colors .Example: beige sweater brown skirt	Explain the "why" of color principles. Suggest a list of do's and don't's for combining colors for job interviews and/or specific jobs/ occupations.

RESOURCES:

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 268-270.

Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 212-215.

Faiola, T. & Pullen, J. *The McGraw-Hill guide to clothing*. New York: Webster Division, McGraw-Hill Book Company, 1982, 109-112.

Gawne, E. *Dress* (4th ed.). Peoria, Ill.: Chas. A. Bennett Co., 1975, 90-92.

McDermott, I., Norris, J. & Nicholas, J. *Homemaking for teen-agers: Book II* (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 390-391.

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Bulletins

Potter, G. *Elements and principles of design*. Knoxville, Tenn.: The University of Tennessee Cooperative Extension Service, 1976.

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC ART PRINCIPLES

SUB-TOPIC Lines (Basic)

OBJECTIVE *Given examples of garments, the students will be able to identify the basic lines in clothing design.*

CONTENT	STUDENT LEARNING ACTIVITIES
Basic Lines --Vertical .Defined -lines that go up and down .Function -create an effect of height and slimness .Examples -pleats, tucks, vertical seams, vertical striped fabric	Show transparencies of line and shape. Name and discuss the various types of lines. (Appendix A) Observe on transparency how horizontal lines vary in function. (Appendix B & C) List functions and give examples of each type of line.
--Horizontal .Defined -lines that go straight across .Function -add width to a thin figure and divide length of a tall person .Examples -belts, square yokes, waistline seams	Compile a notebook of pictures of garments that illustrate the basic types of lines. Write answers to the following questions: 1. Which lines make one appear shorter? 2. What lines in clothing will make one appear taller? 3. Why should one consider his/her facial features as well as body proportions in determining the best design for personal clothing?
--Curved .Defined -lines that are rounded and have no straight parts .Function -tend to draw attention and increase the apparent size and shape of the figure .Examples -round collars, darts, ruffles, collars, curved seams	
--Diagonal .Defined -lines that slant	

.Function
-add height to a short figure or width to a thin figure
.Examples
-V-neckline, bias cut seams, long pointed collar

RESOURCES:

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 271-272.

Craig, H. Clothing--A comprehensive study. New York: J.B. Lippincott Company, 1973, 229.

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Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 54.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 34.

McDermott, I., Norris, J. & Nicholas, J. Homemaking for teen-agers: Book II (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 397.

Paolucci, B., Faiola, T. & Thompson, P. Personal Perspectives (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 212.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 41-42.

The new vogue sewing book (Rev. ed.). New York: Butterick Publishing, American Can Company, 1980. 13-16.

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Dedic, B. & Hilliken, F. Putting it all together. Lexington, Ky.: University of Kentucky Cooperative Extension Service, 1979.

Landry, L. Use color, line, design, and texture in clothing. Madison, Wisconsin: University of Wisconsin-Extension, 1975.

Potter, G. Elements and principles of design. Knoxville, Tenn.: The University of Tennessee Cooperative Extension Service, 1976.

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC ART PRINCIPLES

SUB-TOPIC Design (Principles of)

OBJECTIVES *Following class study and by using illustrations of design elements, the student will be able to produce examples of the elements in clothing for an individual.*

Given available resources to study, the student will be able to apply knowledge of the principles of dress design to a specific situation.

CONTENT	STUDENT LEARNING ACTIVITIES
Principles of Design --Balance .Formal .Informal --Rhythmn .Color .Line .Design .Shape --Emphasis .Primary .Secondary --Proportion --Harmony	Select pictures that depict each of the principles of design. Determine effects of the various principles of design on specific figures or other personal characteristics of an individual. Prepare a design by line drawings which would be suitable for a specific item of clothing. Identify principles of design in their personal clothing worn the day of the lesson.

RESOURCES:

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 226-233.

Cross, A. Enjoying family living. Philadelphia: J. B. Lippincott Company, 1973, 378.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 119-120.

Kelly, J. & Eubanks, E. Todays teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 120-129.

McDermott, I., Norris, J. & Nicholas, J. Homemaking for teen-agers: Book II (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 401-410.

Paolucci, B., Faiola, & Thompson, P. *Personal perspectives* (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 216.

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Kalba, B. *Using design principles in clothing*. Extension Division, Virginia Polytechnic Institute and State University.

Potter, Geneva. *Elements and principles of design*. Knoxville, Tenn.: University of Tennessee Cooperative Extension Service, 1976.

Rankin, Vilda. *Designs for you: Part IV*. Columbia, Missouri: University of Missouri Extension Division, 1980.

ECONOMIC ASPECTS OF CLOTHING

TOPIC ART PRINCIPLES

SUB-TOPIC Design Principles and Wardrobe Coordination

OBJECTIVES *Upon completion of study and after viewing projects that illustrate sound principles of clothing design, the student will be able to plan a coordinated wardrobe.*

CONTENT	STUDENT LEARNING ACTIVITIES
Using Design Principles to Plan a Wardrobe --Select lines, colors and textures for pleasing proportions. --Use accessories, line, color or texture to create balance. --Form rhythm by effective handling of fabric, pattern in fabric or contrast in line, shape, or color. --Attract attention to personal attributes through a center of interest. --Fit part of the garment to the whole of the ensemble. --Combine various designs for a totally pleasing look.	Cut parts of garments (belts, pockets, collars) various widths from light colored paper. Place on different locations of body. Discuss the effects on different body types. Plan a coordinated wardrobe based on sound principles of clothing design. Set a limit on the number of items for the wardrobe and illustrate the various combinations of garments that create a pleasing look. Play accessory dress-up. Note how emphasis changes with various accessories.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 261-276, 281-284.

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 21-22, 61, 319, 321.

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Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 226-242.

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Vanderhoff, M. *Clothes, clues, and careers*. Lexington, Mass.: Ginn and Company, 1981, 72, 254, 329.

PERSONAL APPEARANCE

TOPIC TOTAL LOOK

SUB-TOPIC Suitability of and General Guidelines for Accessories

OBJECTIVE *Given the general guidelines for buying accessories, the student will be able to select suitable accessories for a given ensemble.*

CONTENT	STUDENT LEARNING ACTIVITIES
Planning for Accessories --Analyze self in terms of figure proportion, facial shape, and coloring. --Inventory accessories on hand. --List accessory needs for up-dating wardrobe. --Prepare a shopping list of accessories. .color .kind .budget.	Develop a list of accessories suitable to a specific body build and personality. Have a style show. Use a series of ensembles properly accessorized. Exchange accessories so that they are not appropriate for garments. Discuss effects.
Guidelines for Buying Accessories --Purchase best quality one can afford. --Select and wear accessories that provide for self-confidence. --Blend accessories and garment for the occasion. --Select accessories that have simple and classic designs. --Be selective. --Choose accessories that are flattering.	Prepare a bulletin board display on accessories suitable for garments. Clip from magazines illustrations of accessories that do not enhance a costume. Place on a bulletin board. Develop a brochure for distribution in local stores. Provide guidelines for wise accessory purchases. Identify the FHA or school home economics department.
Considerations in Buying Accessories --Will it fit need and budget? --What will one wear with it? --Can it be worn with more than one costume? --Does it have an "individual" look?	Choose different accessories for a basic garment and demonstrate how accessories can be used to expand the wardrobe. How many different looks can one achieve?

RESOURCES

Textbooks

Brinkley, J. & Aletti, A. Altering ready-to-wear fashions. Peoria, Ill.: Chas. A. Bennett Company, 1976, 296-297.

Cross, A. Enjoying family living. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 299-301.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 295-301.

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Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd. ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 81, 110, 112.

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Clark, M. Accent on accessories. Cooperative Extension Service, Morgantown, W. Vir.: West Virginia University for Extension and Continuing Education.

Culp, B. Step into accessories for a total look. College Station, Tx.: Texas Agricultural Extension Service, Texas A & M University.

King, B. Styling with scarves. Lexington, Ky.: Cooperative Extension service; University of Kentucky, College of Agriculture.

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II-013

TEXTILES

TOPIC FIBERS

SUB-TOPIC Classification

OBJECTIVES *After study of available resources, the student will be able to recall the two major groups of fibers and explain each.*

Following a class discussion on fibers, the student will will be able to classify fibers according to source.

CONTENT	STUDENT LEARNING ACTIVITIES
Fibers --Raw materials from which yarns and fabrics are made	Collect and display raw materials used to make fibers. Explain how fibers are made from the raw materials.
Major Groups of Fibers --Natural .Fibers that grow in nature as plants and animals --Manufactured from natural sources .Fibers made by transforming the natural sources (rayon) --Manufactured from chemical sources .Fibers not found in nature but are created from a combination of chemical elements (nylon and polyester)	Read references on methods of fiber classification. Develop a series of exhibits on textile products of natural and man-made fibers. Prepare individual booklets on the classification of fibers. Collect samples of each group for future reference. Prepare a bulletin board display on a fiber from one of the major groups. Collect and mount labels with terms that refer to the selected fiber.
Natural Fibers --Major plant sources .Cotton Seed pod of cotton plant .Linen Woody core of the flax plant --Minor plant sources .Hemp Similar to flax .Jute Bast fiber from the stalk of a semitropical plant --Animal sources .Wool Fiber from the fleece of the sheep or lamb	Select and read information on a fiber used for clothing. Prepare and present a report to the class. Make a school survey to find out which fiber is most popular for school wear and analyze results. Conduct a spelling bee on the names of chemical and manufactured fibers as well as some of the less familiar natural fibers.

.Specialty hair fibers--
obtained from several
families or species of
animals

-camel -goat
-alpaca -ox
-llama -reindeer
-vicuna

.Silk--silkworm

--Mineral sources

Manufactured Fibers

--Natural sources

.Rayon .Acetate
.Rubber .Glass fiber
.Triacetate

--Chemical Sources

.Nylon
.Acrylic
.Creslan
.Olefin
.Polyester

--Blends

.Blends
.A combination yarn

Reasons for blending:

.To obtain cross dyed effects or new color effects
.To improve spinning, weaving and finishing efficiency for uniformity of product
.To obtain better texture, hand or fabric appearance
.For economic reasons--expensive fibers blend with more plentiful fibers
.To produce fabric with better performance, i.e. polyester/cotton blends give more durable products than 100% cotton

Examples of Blends:

.Polyester/cotton
.Polyester/acetate
.Polyester/nylon

Field trip to fabric mills to observe the blending process. Hand in written report.

Visit garment store. Note the label on garment. Look for blended fabric. Note the combination of each fabric.

Display garments of various blends for students to feel, touch and study.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 282.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC WARDROBE PLANNING

SUB-TOPIC Resources Available

OBJECTIVES *After reading resources available for wardrobe planning and working in groups, the student will be able to determine use of resources for wardrobe planning.*

Given a budget with a fixed sum to spend on clothing for a season, the student will be able to design a clothing budget for personal use.

Given information on buying versus making clothes, the student will be able to compare the merits of whether to buy or to make clothing.

CONTENT	STUDENT LEARNING ACTIVITIES
Recognizing Resources for Wardrobe Planning --Budgeting and money --Time --Ability to make clothing --Knowledge of fabric care --Proper fit --Services available for clothing care --Energy --Physical assets (figure and attractive features)	Summarize ways that resources influence wardrobe planning. Divide into groups and brainstorm ways to use available resources for wardrobe planning.
Before Deciding to Buy Anything --Estimate cost by studying catalogs. --Read the advertisements. --Window shop.	Discuss reasons for buying clothes. Following a discussion on paying for clothing purchases, the student will be able to determine the best method for paying clothing purchases.
Plan Purchases --Develop spending plan. --Shop within the clothing allotment.	
Determining Money to Spend for Clothing --Total family income --Number of family members --Unusual expenses --Other things needed --Values of the family members	

Alternative Methods of Payments --Cash --Installment buying --Lay-a-way --Charge accounts	Visit a department store and obtain information on types of credit offered. Invite a guest speaker to talk on the advantages and disadvantages of different methods of paying for goods. Compare total cost of several articles of clothing using different payment plans.
Considerations to Buy or Make Clothes --Type of clothing and the intended use --Family standards --Energy and skill of family members --Time and equipment --Availability of local outlets --Urgency of saving money	List items and occasions to consider when buying or making clothes. Plan a debate on buying versus home sewing. Record the ideas brought forth.
Main Reason for Home Sewing --Save money	Determine cost of making a dress instead of buying one. Consider time, skill, and money.
Other Reasons for Home Sewing --Display creativity --Opportunity to improve skills --Relaxing and rewarding --Improved fit --Durable garments --Re-use of leftover fabric and pattern	

RESOURCES

Textbooks

Cross, A. *Enjoying family living*. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 296-297.

Gawne, E. *Dress* (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 127-131.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC WARDROBE PLANNING

SUB-TOPIC Clothing for the Teenager

OBJECTIVE *Given information on resources for wardrobe planning, the student will be able to plan for and acquire additions for a personal wardrobe.*

CONTENT	STUDENT LEARNING ACTIVITIES
Planning for Personal Apparel --Analysis of current wardrobe --Activities participated in by teenager --Time required for building wardrobe --Accessories selected to complement or extend a limited wardrobe --Changes in one's lifestyle	View filmstrip: "Your Wardrobe and You." Interview a teenage friend to determine his/her wardrobe needs in clothing. Prepare an inventory of your wardrobe. Based on your activities, list items to be repaired and/or replaced and those that need to be purchased. Read to determine ways to extend your wardrobe by use of accessories.
Selecting Clothing for the Teenager --Cost --Role of activity --Fad/fashion change --Occupation --Growth expectations	Select a panel of teenagers to discuss the influences on their clothing decisions. Summarize the influences of each role on selection of clothing. Prepare a chart listing five clothing items for teenagers. List cost by each item and compare to fad/fashion change, desirability, occasion, occupation, and growth patterns.
Before Buying Clothing for the Teen --Evaluate all costs. --Know various sales techniques. --Know methods of advertising that influence buyer. --Use selective methods for seasonal buying and with different brands.	Discuss alternatives to consider when deciding how to pay for a garment. Collect clothing advertisements from newspapers and/or periodicals. Evaluate for appeal and validity of information presented. Ask a fashion buyer to speak on how to practice selective buying.

--Use information on labels and hangtags to assist in wise clothing decisions.	Visit selected stores to gain specific information on identified clothing items. Make class comparisons. Compare labels and hangtags of garments for type and value of information.
Judging Quality of Construction --Check construction and fabric quality for durability. --Compare cost with quality.	List workmanship and fabric suitability guides to use in selecting various items of clothing. Observe garments in wardrobe for workmanship and suitability of fabric. Make a list of points on durability to look for prior to purchasing a garment Evaluate a garment in terms of price vs. quality. Study fashion magazines, visit stores; pick an expensive desired item of clothing. Then study pattern books to find the pattern which most nearly dulplicates the chosen garment. Visit fabric stores to find fabric which most nearly matches the fabric of the desired garment. Compare the price to buy, price to make.

RESOURCES

Textbooks

Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 326-327, 315, 318, 334.

Gawne, E. *Dress* (4th ed.). Peoria, Ill.: Chas A. Bennett Company, 1975, 316-337, 99-118.

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Audiovisual Aid

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II-021

ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPIC Repairs

Objectives *Following a discussion on clothing repairs and alterations, the student will be able to distinguish between repairing clothes and altering clothes.*

After identifying common repairs that can be made to clothing, the student will be able to determine repairs needed on clothing in personal wardrobe.

CONTENT	STUDENT LEARNING ACTIVITIES
Clothes Repair --Minor processes that do not alter the structural lines of a garment	Discuss the difference between repairing clothes and altering clothes.
Common Repairs made to Clothes --Replacement of broken zippers, buttons, and fasteners --Reinforcing ripped seams --Patching torn parts of garments --Replacing hems	Identify types of repairs usually needed in clothing. List repairs needed on clothing. Determine method of repair.
Factors to Consider before Repairing a Garment --Cost --Amount of skill needed to make the repair --Time --Value of garment --Style of garment --Amount of wear left in the garment	Refer to the inventory of your wardrobe and determine the repairs needed on the contents.
Techniques to use in Repairing Clothing --Mending .Repair or replacement of the damaged area in a garment. --Patching .Additional fabric adhered to worn area. --Darning .Broken yarns covered by new yarns anchored in the	Bring to class garments in need of repair. Discuss different techniques that can be used to repair that which was brought to class. Make a bulletin board on different techniques used to repair clothing. View a filmstrip on different techniques used to repair clothing.

fabric on either side of the tear.

Ahead-of-Time Repairs Can Eliminate Repair Problems

--Hem loose or visible on right side
  .Re-hem garment.
--Dangling threads
  .Bring threads to inside of garment and tie.
--Areas of stress
  .Reinforce seams.
--Pockets, pleats, and plackets in areas of stress
  .Reinforce with hand stitches.
--Knees, elbows, and seat of pants
  .Reinforce with iron-on patches.
--Frayed or weak buttonholes
  .Rework by hand or machine.

Methods Used to Mend Clothing

--Patching
  .Covering a hole or tear with fabric or fitting a piece of fabric into the hole or tear
--Darning
  .Using the grain line anchor new yarns in fabric on all sides of a hole or tear.

Factors to Consider before Mending a Garment

--Location and size of the tear or hole
--Shape of the area to be mended
--Fabric and its characteristics

Principles of Patching

--Cut patches on straight of grain and sew in place matching threads in fabric.
--Match fabric detail or design for the patch perfectly.
--Use fabric from the hem or facing for the patch to match perfectly.
--Preshrink patch material to prevent puckering after the patched garment is laundered.

Prepare a file of samples to address specific repair problems.

Interview older persons in the community about how clothing budgets were stretched and clothes use extended when economic conditions were a prime consideration. Share information with the class.

Write an article for the school or local newspaper on a topic such as preventive savings through clothing care or ways to extend clothes of times then and now. Organize a competitive writing effort through FHA.

View a demonstration on proper repair techniques for patching and/or darning.

Make a bulletin board on simple repairs for clothing.

Repair a piece of clothing using either patching or darning.

Arrange for a repair kit to be placed in the Home Economics department for school use.

Devise methods to replenish supplies.

Principles of Darning
- --Select thread that blends with garment.
- --Use a fine needle and short single thread.
- --Work from right side of fabric with no knots in thread.
- --Use small stitches to draw darning thread through fabric being careful not to draw thread too tight.

For an FHA Activity: Repair usable clothing for donation to a charitable agency for distribution.

Demonstrate skill in machine and/or hand darning procedures.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 303.

Cross, A. Enjoying family living. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 352-357.

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Consumer care guide for apparel. Little Rock, Ark.: University of Arkansas Cooperative Extension Service, 1978.

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II-025

ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPIC Steps in Recycling Garments

OBJECTIVE *Given instructional processes, textbook information, and actual garment evaluations, the student will be able to determine the steps to consider in recycling garments.*

CONTENT	STUDENT LEARNING ACTIVITIES
Factors to Consider before Recycling a Garment --Condition of garment --Time involved --Skills or ability to perform the task --Cost --Expected results	Determine the feasibility of recycling a specific garment or item for a garment.
Steps to Consider in Recycling a Garment --Why the garment is not being worn as is --Whether the quality of the item is worth the time, money, and effort to be expended --If it can be repaired or adjusted --Competencies needed to make adjustment --If it will be worn after changes are made	Make at least one minor and one more difficult change in garments. (It is important for students to have determined how these garments are to fit into their wardrobe before their time and the teacher's time is used.) Show as many changes as possible.
Steps in Recycling a Garment --Find a garment to recycle. .Individually worn garments .Clearance sales .Garage sales --Determine why an item is no longer worn in its current condition. .Not fashionable .Poor fit .Needs repair --Determine solutions to make the item wearable. --Obtain needed supplies.	Discuss possible sources of clothes suitable for recycling. Locate a garment that can be recycled; suggest changes for the garment. Replace broken, lost, or poor quality buttons on garments. Sew patches of choice to selected garments. Construct from old garments one of the following: Book bag, make-up bag, kerchief, scarf, etc.

--Perform necessary tasks to recycle garment.	

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 198.

Cross, A. *Enjoying family living*. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 358.

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Spiece, J. *Restyling or remodeling a garment*. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service, 1978.

Wilson, R. A. Investment in dressing. University Park, Pa.: Pennsylvania State University Cooperative Extension Service, 1979.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC ACCEPTING CONSUMER RESPONSIBILITIES

SUB-TOPIC Basic Rights

OBJECTIVE *Given resources to study, the student will be able to list and discuss the basic rights and responsibilities regarding the buying of clothing and/or fabric.*

CONTENT	STUDENT LEARNING ACTIVITIES
Basic Rights of Consumers --Right to shop for products and services without pressure --Right to return faulty products --Right to receive individual attention to a complaint --Right to clear guarantee conditions --Right to expect accurate and truthful labeling on all products	From readings in resources, make a list of rights and responsibilities of the clothing consumer. Prepare a bulletin board depicting rights and responsibilities of the consumer. Role play situations related to clothing consumer rights and responsibilities. Use case studies that refer to consumer rights and responsibilities. Analyze studies when shopping for clothing. Write and present a skit on the problem of shoplifting (FHA). Determine abuses made to merchandise by consumers. Explain effect of these on clothing cost.
Consumer Responsibilities --Handle store merchandise carefully. --Read and follow product label directions. --Pay promptly for products. --Report false advertising to the Federal Trade Commission. --Stay informed of consumer rights and store policies. --Do comparison shopping to select product best suited to individual needs.	Interview people about their consumer responsibilities; find out how many people know and exercise them. Collect magazine and newspaper articles describing consumer responsibilities. Interview a store manager to identify business concerns and generally accepted procedures for addressing consumer encounters.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 236-237.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC ACCEPTING CONSUMER RESPONSIBILITIES

SUB-TOPIC Labels

OBJECTIVE *Given a selection of labels, the student will be able to identify the forms of labels attached to a garment.*

Given different sets of government regulations on labeling laws, the student will be able to identify the government requirements for four different labeling acts.

Given examples of labels, the student will be able to interpret the required and/or voluntary information placed on textile labels.

Following a study of legislative acts dealing with fabrics, the student will be able to describe how legislation on textile labeling affects the consumer.

CONTENT	STUDENT LEARNING ACTIVITIES
Forms of Labels --Printed identification on bolt, rollers, or garment --Identification woven or printed on the selvage --Printed labels secured to the merchandise --Hangtags --Woven or printed labels permanently attached to bolt or garment	Begin a file folder of hangtag care instructions for all items of clothing purchased during the school year. Write a letter of complaint to the manufacturer of a faulty garment.
Methods of Labeling Garments --Temporary cardboard tag hanging from the garment --Permanent label attached to seam or facing --Permanently stamped	
Types of Labels --Information labels .Fabric construction, special finishes, performance qualities, special care instructions --Brand labels .Distinctive symbol for specific manufacturer	Prepare a display of personal choice on the types of labels. Write an essay of support for the type depicted.

- --Certification labels
  - .Tested by a laboratory to designate standards of quality
- --Union labels
  - .Garment made by union members practicing fair working conditions

Wool Products Labeling Act 1939

- --Type of wool fiber
- --Percentage of wool in a garment

Textile Fiber Products Identification Act, 1960

- --Generic name of fiber
- --Percentages of fibers
- --Manufacturer's name or number
- --Country of origin if imported

Permanent Care Labeling Act, 1972

- --Explain care and maintenance required in regular use of garment.
- --Provide warning statements when the usual care methods seem to apply but do not.
- --Make consumer aware of possible choices for care and maintenance.
- --Attach labels in a place where they will be easily located.
- --Ensure that labels will be legible for life of garment.
- --Place labels on removable garment parts.

Flammable Fabrics Act, 1967

- --Prohibits sale of highly flammable wearing apparel
- --Developed stricter flammability standards for wearing apparel

Required Information for Labels

- --Generic name
- --Trade name
- --Fiber content
- --Finish
- --Care instructions

Write a consumer awareness article on labeling for the local newspaper.

Divide into groups. Research government requirements for the various labeling acts. Summarize information.

Define terms found on hangtags and labels.

Collect labels from clothing items. Mount on one page examples of informative labels. Mount on a second page examples of poor labels.

Voluntary Information on Labels --Size and/or dimensions of a product --Fabric name and description --Yarn description --Finishes that affect fabric performance (Scotch Guard) --Guarantees or standards --Special qualities of the product --Construction	Determine information needed on labels. Bring a garment to class. Design an original label including all information required. Begin a file of labels and hangtags. Establish a system for proper filing and use. Prepare an exhibit or a bulletin board showing voluntary information on labels.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 237-239.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC ACCEPTING CONSUMER RESPONSIBILITIES

SUB-TOPIC Federal Trade Commission

OBJECTIVE *Following class discussion and given resources to study, the student will be able to define and explain the function of the Federal Trade Commission.*

CONTENT	STUDENT LEARNING ACTIVITIES
Federal Trade Commission --Government agency charged with the responsibility of preventing unfair practices	Study references on the Federal Trade Commission and prepare a written report on the functions of this agency.
Function of Commission --Interprets and enforces various laws and acts which protect the consumer --Prevents dangerously flammable fabrics, apparel, and interior furnishings from being marketed in interstate commerce	Discuss the provisions of the Care Labeling Rule and explain how this rule benefits consumers. Examine ready-to-wear garments for permanent care labels.
Purpose of Federal Labeling Laws --Provide consumers with information enabling them to select and/or care for textile products	
Care Labeling Rule --Trade regulation established by FTC on July 3, 1972	
Provisions of Care Labeling Rule --Clothing items and fabrics manufactured or completed on or after July 3, 1972 must have permanent care labels. --Care labels must be provided with fabric purchases. --Labels must explain care and maintenance required in regular use of garment. --Labels must provide warning statements when the usual care methods only seem to apply.	

--Labels should make consumer aware of possible choices for care and maintenance.
--Labels must be attached in easily located places.
--Labels must be legible for the life of the garment.
--Labels must be placed on removable garment parts.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 239.

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CLOTHING CARE

TOPIC HOME LAUNDERING

SUB-TOPIC Procedures

OBJECTIVES *After studying certain procedures used for the laundering process, the student will be able to prepare clothes for washing.*

Following a class discussion and demonstration on garment repairs, the student will be able to demonstrate knowledge and skill of preventative garment repairs.

Given several examples to examine, the student will be able to describe the effect of washing on rips and tears.

Given facts on sorting clothes for the wash, the student will be able to separate laundry into correct washloads.

After observing a demonstration on laundering different fabrics, the student will be able to note the effect of water temperature on laundering.

Following a demonstration on drying specific fabrics in an automatic dryer, the student will be able to determine a procedure for limiting wrinkles in the drying process.

CONTENT	STUDENT LEARNING ACTIVITIES
Preparing Clothes for Washing --Mend any clothes that need mending.	Identify procedures for efficient and easy clothing care.
--Shake dust, dirt, or sand out of pockets and cuffs. --Close zippers, fasten hooks, and secure buttons.	Explain the importance of getting clothes ready for the wash.
--Remove nonwashable items such as trim or belt. --Treat soil, spots, and stains. --Sort clothes before washing.	Describe what should be done to garments before putting them in the clothes washer.
.Whites from colors to keep whites looking white, bright, and fresh	Discuss consequences for not preparing clothes before washing.
.Fibers that can be washed in hot water (colorfast cotton and linen) from fibers that	Develop guidelines for sorting clothes.
need a warm wash (manufactured fibers and special finishes) .Heavily soiled from lightly soiled	Discuss factors to determine method of sorting the wash.

- .Delicate articles from sturdy articles

Guidelines to Use in Washing Clothes

- --Water temperature
  - .Hot used on white or heavily soiled clothes
  - .Warm used on permanent press, special finishes, and lightly soiled clothes
  - .Cold used on bright and dark colors and washable woolens
- --Select appropriate cleaning products for the wash load.
- --Size of load
  - .Read instruction book that accompanies washer
  - .Load the washer loosely with dry, unfolded clothes.
  - .Mix large and small articles for best results.
  - .Use smaller loads for manufactured fiber and fabrics with special finishes.
- --Cycle and time
  - .Sturdy fabrics can use a regular cycle and longer wash period.
  - .Knits, permanent press, and delicate fabrics need the wash and gentle cycle.
- --Rinsing
  - .Use cold water for manufactured fibers and permanent press to keep wrinkle free.

Hand Washing Procedures

- --Use water temperature that is compatible with type of fabric and color.
- --Select appropriate cleaning products for the wash load.
- --Soak item of clothing for 20-30 minutes.
- --Gently wash item. Repeat sudsing process if needed.
- --Rinse item in several rinse waters (from warm to cool).
- --Use fabric softener in final rinse, if desired.

Cut clothing pictures from catalog to "sort."

Discuss best water temperature for washing different types of fabrics.

Demonstrate in a lab experience the effect of temperature on specific fibers.

Determine load size and why it is important not to overfill the washing machine.

Study the various wash cycles available for washing. Discuss the best cycle to use for different fabrics and why.

Demonstrate the importance of rinsing manufactured fabrics in cold water to prevent creases and wrinkles.

Observe a demonstration on the use of the washing machine. Describe steps to follow when using the washing machine. Make a chart and post above the machine.

Practice hand washing an item of clothing. Compare results with an item that has been washed by machine. Note time spent, cleanliness, and appearance. Determine items which may best be washed by hand and why.

Drying Clothes --Dryer advantages --Dryer disadvantages	Discuss the advantages and disadvantages of drying clothes.
Methods of Drying Clothes --Drip dry .Hanging dripping wet garment without squeezing or wringing --Flat dry .Garment placed on flat surface, shaped to original shape, and allowed to dry --Automatic dryer --Line dry (indoor and outdoor) .Hanging clothes on line following machine washing	Analyze methods used to dry clothes and determine method to use for specific fibers and garments.
Guidelines for Drying Clothes --Read and follow care label instructions for drying. --Dry lightweight and heavy things separately for even drying. --Clothes will have fewer wrinkles if removed from dryer before fully dried. --Dry colored and white clothes separately. --Dry clothes that produce lint separately.	Explain ways of getting best results when using a home dryer. View a demonstration on use of the clothes dryer. Decide on type of clothes that can be dried using each cycle.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 306-308.

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Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 125-126, 132-134.

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CAREERS IN CLOTHING AND TEXTILES

TOPIC PERSONAL QUALIFICATIONS

SUB-TOPIC Job Qualities, Basic Skills

OBJECTIVE *Given information on personal qualities needed for a job and/or career in clothing and/or textiles, the student will be able to determine personal qualifications needed by persons pursuing a career and/or job.*

CONTENT	STUDENT LEARNING ACTIVITIES
Personal Qualifications for a Job or Career in Clothing and Textiles --Reliable --Responsible --Cheerful --Interested and willing to learn --Cooperative --Communicative .Write sentences and letters .Read messages .Understand and give directions .Explain situations .Answer questions .Complete forms --Improve Mathematical skills	View the filmstrip: Getting Along on the Job. Summarize personal traits that can help one in a career. Listen to talk by Employment Counselor on personality traits important for vocational achievement. Summarize personal qualities essential for a career in the clothing and textiles area. Develop a bulletin board or display using illustrations about people who have made successful careers in the clothing and textiles field. (FHA) Sponsor a workshop or seminar on communication skills.
Qualities for Employability in Textiles and Clothing --Sewing skill --Attractive appearance --Creative --Aesthetic appreciation --Industrious --Good memory --Good health --Congenial	Role play selections using qualities that can help or may hinder employability of a person. Determine how individual personal traits are related to specified job tasks. Write a job description and identify the personal traits most likely to be appropriate for that job.

RESOURCES

Textbooks

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 40-44.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 308-310.

Paolucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 96-99.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 169-171.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 345-347.

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Filmstrip

Getting along on the job. Washington, D.C.: Changing Times Educational Service.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEWING EQUIPMENT

SUB-TOPIC Selection, Use, and Care of Small Equipment

OBJECTIVES Given resources to study, the student will be able to identify basic sewing equipment used in construction.

Following a demonstration of cutting equipment, the student will be able to describe suitable cutting tools needed for sewing.

Given samples of fabric ready for marking, the student will be able to determine the marking tool needed for the given fabric.

Given information on measuring aids, the student will be able to select and use measuring tools for a specific situation.

Given samples of other sewing tools, the student will be able to list and explain other sewing tools needed for successful machine sewing.

After observing a demonstration on the use of sewing equipment, the student will be able to demonstrate proper use of specific sewing equipment.

Given a variety of sewing equipment, the student will be able to explain how to care for sewing equipment used in construction.

CONTENT	STUDENT LEARNING ACTIVITIES
Basic Sewing Equipment --Hand sewing needles --Pins --Pin cushion and emery bag --Dressmaker shears and scissors --Thread clippers --Pinking shears --Measuring equipment --Marking tools --Thread --Thimbles --Sewing box	Identify the basic small equipment used in construction. Group tools and supplies according to area of use or function.
Cutting Tools --Shears --Scissors --Pinking shears	Make and decorate a personal sewing box or purchase one.

--Scalloping shears --Clipper --Buttonhole scissors	Collect and place in a sewing box the most essential small sewing equipment.
Marking Supplies --Tracing wheel --Dressmaker's carbon paper --Tailor's chalk and pencil	
Measuring Aids --Tape measure --Sewing gauge --Skirt marker --Yardstick or meterstick	
Other Sewing Tools --Needles: sharps, betweens, crewel --Pins: dressmaker, silk, ballpoint --Thread: cotton and synthetic --Thimble --Seam ripper	
Use and Care of Sewing Equipment --Safety --Convenience --Productivity	Demonstrate the proper way to use cutting tools, marking tools, and measuring tools. Show how to use small equipment safely.
Storage of Equipment --Consider use location. --Determine placement, safety. --Review space requirements.	Demonstrate how large and small sewing equipment should be cared for and stored.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 319-322.

Draper, W. & Bailey, A. *Steps in clothing skills* (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, Inc., 1978, 228-241.

Faiola, T. & Pullen, J. *Guide to clothing*. New York: Webster Division, McGraw-Hill Book Company, 1982, 253-259.

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Jones, J. *Clothing--Your way*. Englewood Cliffs, N. J.: Prentice-Hall Inc., 1977. 10-17.

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Vanderhoff, M. *Clothes--Part of your world*. Lexington, Mass.: Ginn and Company, 1973, 156-159.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEWING EQUIPMENT

SUB-TOPIC Use of Sewing Equipment (Sewing Machine)

OBJECTIVES *Following a study of the sewing machine, the student will be able to identify and match parts of the sewing machine to their function.*

Given information on threading the sewing machine, the student will be able to identify the basic threading points on a sewing machine.

Given tools and materials, the student will be able to demonstrate how to thread and operate the sewing machine.

After practice stitching on the sewing machine, the student will be able to stitch straight lines, sew curves, and turn corners.

CONTENT	STUDENT LEARNING ACTIVITIES
Essential Parts of Sewing Machine --Hand wheel --Bobbin winder --Stitch, length dial --Tension regulator --Thread guides --Take-up lever --Spool pin --Bobbin ease	Study and compare the parts of different models. Learn the names and the functions of the different parts. Relate the sewing machine to other kinds of machines operated by individuals.
Threading the Sewing Machine --Winding the bobbin --Position of needle --Threading the upper part of the sewing machine --Threading the lower part	Display large chart on how to thread the machine. Discuss the difference in the different models. Thread the machine and fill the bobbin.
Operating the Sewing Machine --Lighting --Posture --Speed control --Stitching a straight line --Stitching corners and curves --Stitching a circle	Practice stitching by following lines drawn on paper or lines of a seam allowance on a pillow top or miniature item.

RESOURCES

Textbooks

Brinkley, J. & Aletti, A. Altering ready-to-wear fashions. Peoria, Ill.: Chas. A. Bennett Company, 1976, 328-333.

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 96-100.

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Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 287-299.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 198-203.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC	PATTERN SELECTION
SUB-TOPIC	Commercial Patterns
OBJECTIVES	*Given commercial pattern samples, the student will be able to identify the various types of commercial patterns used by consumers.* *Given resources to study, the student will be able to name the criteria used to select a beginner and/or advanced pattern.*

CONTENT	STUDENT LEARNING ACTIVITIES
Patterns --Basic to sewing	Select an easy-to-make pattern. Explain reasons for choice.
Widely Publicized Brands of Commercial Patterns --Butterick --McCall's --Simplicity --Vogue --Kwik Sew	Compare examples of different brands of patterns.
Buying Patterns --Department stores --Variety stores --Specialty shops --Magazines --Mail catalogs/papers	Assemble a list of stores and brands of commercial patterns that are available in your community.
Selecting Beginners' Pattern --Pattern with few pieces --Simple neck finish --Sleeve or armhole finish --Few sewing details	Display an easy-to-make pattern. Demonstrate how a pattern can be uniquely personalized.
Selecting Advanced Pattern --Large number of pieces --Much construction detail --Combining parts of patterns	Compare patterns to determine the most difficult.
Factors Affecting Pattern Choice --Kind of item one will make --Type of fabric being used --Figure type and pattern size --Sewing ability --Availability of funds for payment of needed materials	Demonstrate how to transfer pattern pieces (Ex: sleeves, collars, etc.). Select a pattern for a project.

Categories of Patterns used by Pattern Companies

- --Fast and Easy
  - .Simple to sew with few pieces
- --Special How-to-do
  - .Detailed instructions for specific construction on garment (collar)
- --Special Fabric Patterns
  - .Designed for specific fabric (stretch knit)
- --Multi-sized patterns
  - .Adjustable or multi-cutting lines and/or extra instructions for altering or fitting
- --Specialized design patterns
  - .Basic, classic, casual, contemporary, or designer looks

Categorize selected patterns from the major pattern companies. Defend the decision.

Determine reasons for placing a specific pattern in a category.

Prepare a bulletin board to show patterns that illustrate each of the categories used by pattern companies.

RESOURCES

Textbooks

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas A. Bennett Company, 1978, 270-274.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 259-267.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN SELECTION

SUB-TOPIC Size and Measurement

OBJECTIVES · *Using information on figure types, the student will be able to describe the various figure types.*

Following a demonstration, the student will be able to take accurate body measurements for pattern selection.

With body measurements and information on figure types, the student will be able to determine personal pattern type and size.

CONTENT	STUDENT LEARNING ACTIVITIES
Guidelines to Determine Category for Figure-type --Compare personal basic body measurements with the various figure-type categories in a pattern book. --Use try-on patterns of non-woven fabric. --Use sample garments or shells.	Select a partner and use standard tools to take measurements required by each person. Make a chart of the measurements for each person. Make personal measurement charts using metric measurements.
Basis for Selecting Pattern Type --Height --Basic body measurements --Back waist length (for girls and women) --Overall body build	
Categories of Figure Types --Junior Petite --Junior --Miss Petite --Misses --Half-size --Women's --Men's --Children	Refer to a wall chart on figure types and list figure types for which patterns are made. Design a bulletin board illustrating various characteristics of different figure types.
Categories of Figure Types for Pre-Teens and/or Teenage Groups --Girls --Young Junior/Teen --Chubbies --Boys	

To Determine Pattern Size --Bust measurement/chest measurement .Blouses, dresses, coats, or shirts, jackets --Hip measurement .Fitted skirts .Slacks .Shorts --Waist measurement .Skirts with fullness .Trousers/slacks	Identify body measurements that are necessary for selecting pattern size.
Other Factors to Consider if Size of Pattern Falls Between Sizes --Body build --Desired fit --Consider measurement area(s) of greatest agreement --Type of garment	Analyze personal figure type. Discuss other factors to consider if pattern does not fit exactly.
Principles of Measuring for a Pattern --Measure over the undergarments. --Take measurements snugly. --Have someone help take body measurements. --Use an accurate measure of non-stretchable material. --Keep measurement tools around the body parallel to the floor. --Stand straight and relaxed. --Tie string around natural waistline prior to taking actual measurement. --Slightly bend elbow to measure sleeve length.	Demonstrate how to take body measurements. Take and record individual body measurements.
Selecting Pattern Size --If bust measurement falls between two sizes, select the larger or smaller size according to other measurements. --If measurements fall between pattern sizes and bone structure is small, select smaller size pattern. --If the figure is fuller through the bust than other parts of the body, select pattern one size smaller than	Use pattern size charts to determine pattern type and size that best corresponds to individual body measurements. Bring ready-made garment to class. Measure garment in same area as for pattern. Compare sizing.

the bust measurement,

--For skirts, slacks or pants, buy pattern by waist measurement; if hip measurement is larger than the pattern buy pattern by hip measurement and adjust pattern at waist.

--For shirts, consider neck size, shoulder width, and sleeve length.

Types of Ease in Patterns

--Basic

.Ease that pattern companies allow in excess of the basic body measurements

--Design

.Amount of ease is dependent upon design or style of pattern,

-Styles with fashion details calling for fullness will have more ease.

-Tight fitting and strapless styles have less ease.

-Patterns designed for knits have less ease because of elasticity of fabric.

RESOURCES

Textbooks

Bishop, E. & Arch, M. The bishop method of clothing construction (Rev. ed.). Philadelphia, Pa.: J. B. Lippincott Company, 1966, 31-56.

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 335-342.

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The vogue sewing book (Rev. ed.). New York: Butterick Division, American Can Company, 1973, 104-111.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN SELECTION

SUB-TOPIC Packet Information

OBJECTIVES *Given criteria for pattern selection and information, the student will be able to select a suitable pattern and correct fabric yardage.*

Given a specific pattern the student will be able to interpret information included on a pattern envelope, guide sheet and pattern pieces.

CONTENT	STUDENT LEARNING ACTIVITIES
Pattern Information --Pattern envelope --Guide sheet --Pattern pieces	Examine a pattern. List kinds of information provided.
Pattern Envelope --Front .Styles and different views .Reference number .Size and measurements .Pattern Company --Back .Back view(s) of the item .Suggested fabrics .Yardage requirement for different sizes, views, and widths of fabric .List of sewing notions .Illustrations of pattern pieces .Garment measurement	Reproduce the front and back of a pattern envelope. Discuss kinds of information provided on envelope. Using a pattern envelope, find the following and record on a chart: .Select a view. .Determine yardage for your size. .List notions needed to construct item. .List pattern pieces needed for view selected.
Guide Sheet --Suggested layout for various pattern sizes, fabric widths, and views --Pattern symbols and meanings --Construction directions --Simple alteration ideas --Preparation of fabric --Methods to transfer pattern markings --Terms defined	Work in groups to analyze information included on a guide sheet.

RESOURCES

Textbooks

Bishop, E. & Arch, M. The Bishop method of clothing construction (Rev. ed.). Philadelphia, Pa.: J. B. Lippincott Company, 1966, 42-43.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas A. Bennett Company, 1978, 323-341.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 260-263.

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The Vogue sewing book (Rev. ed.). New York: Butterick Division, American Can Company, 1973, 112-116.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 220-224.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC SELECTION

OBJECTIVES *After reading selected references on fabric selection, the student will be able to determine factors that will affect the choice of fabric for a given situation.*

Given information on shopping for fabrics, the student will be able to identify quality fabrics.

Upon the completion of lesson on selecting fabrics for various needs, the student will be able to select from the suggested list on back of a pattern envelope fabrics suitable for a particular item.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Grain --Lengthwise yarns --Crosswise yarns --Bias --Selvage	Illustrate the fabric terms. Display the illustration.
Factors Affecting Choice of Fabric --Style of garment --Figure type --Individual clothing need --Sewing ability --Purpose of garment	Read available resources on selecting fabric and cite factors that will affect the choice of fabric for a project.
Characteristics of Fabrics Suitable for Beginners --Firm weave --Medium-weight fabric --Solid colors or small all-over designs	Construct bulletin board using fabric samples suitable for specific apparel.
--Moderate price --Easy care --Durable --Stable quality --Suitability to pattern	Examine two different grades of the same type of fabric. Compare care, price, use, and appearance.
Shopping for Fabrics --Look for fiber content, fabric width, and finish. --Check for shrinkage. --Observe wrinkle-resistance. --Note the grain of woven fabric. --Secure a permanent care label. Examine care labels and note difference in care requirements and symbols.	Visit a fabric shop or department store. Identify the decision one must make and how one's knowledge of textiles and fabrics relates to sound consumer decisions. Write a report.

Common Fabric Defects --Flaws in yarn --Tears or cuts --Color changes in fabric piece --Excess sizing --Misprinted pattern	Examine fabrics before purchasing. Identify any defects present in cloth.
Selecting Specific Fabrics --Wovens .Correct grain lines --Knits .Test stretch and recovery of knit fabric by using the knit gauge on the pattern envelope. .Check for wrinkle and run resistance.	Working in groups, list factors to consider when selecting fabric for specific garments. Visit a fabric shop and identify appropriate fabrics to use for specific garments.
--Plaids, stripes, napped, or one-way designs .May need to purchase extra amounts of fabric .Fold fabric to match stripes or plaids. .Lay all pieces of pattern in same direction on fabric.	Discuss problems associated with use of plaids, stripes, or one-way designs. Demonstrate how to lay a specific pattern on fabric with special considerations.
Considerations when Selecting Fabric --Be sure that line, color, texture, and designs. complement the figure, coloring, and personality. --Select fabric appropriate for the pattern. --Be sure that the fabric is suited for the intended use of the garment. --Use natural light to look at the fabric. --Read the label.	Divide into small groups. Each group selects a fabric and coordinates with a suitable pattern. Share findings with class members.

RESOURCES

Textbooks

Brinkley, J., Chamberlian, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 323-327.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATIONS

SUB-TOPICS Fabric Preparation
Woven, Knit, Nonwoven

OBJECTIVES *Given available resources to study, the student will be able to define terms that are associated with fabrics.*

Given information on grainlines, the student will be able to identify characteristics of different grainlines.

Following a demonstration, the student will be able to explain different methods used for straightening fabric grain.

Given supplies and materials, the student will be able to demonstrate two ways to make fabric thread perfect.

Given supplies and materials, the student will be able to demonstrate two ways to make a fabric grain perfect.

Given fabric samples, the student will be able to demonstrate an acceptable method for pre-shrinking fabrics.

CONTENT	STUDENT LEARNING ACTIVITIES
Terminology --Grain --Fitting or crosswise grain --Selvages --True bias --Pre-shrunk --Thread perfect --Grain perfect --Warp or lengthwise grain --Bias grain --Off-grain --Straightening the grain	Define and illustrate the terms associated with fabric preparation.
Characteristics of Grain for Woven Fabrics -Lengthwise grain--parallels the lengthwise threads .Fabric strong, stiff, and least likely to stretch --Crosswise grain--perpendicular to the lengthwise grain .Less strong, less stiff, and	Show on samples the various grainlines in woven, knit, and nonwoven fabrics by drawing lines in with pencil, ink, or a marker.

stretches. --Selvages--smooth finished lengthwise edges of woven fabric .Strong and stiff --True bias--direction of the fabric 45 degrees from the lengthwise and crosswise grains .Stretches --Bias--any fabric direction other than lengthwise, crosswise, or true bias .Tendency to stretch	
Chacteristics of Grain for Knit Fabrics --Ribs (wales)--lengthwise grain --Courses--crosswise direction	Draw the lengthwise grain and crosswise grain on a knit fabric.
Characteristics of Nonwoven Fabrics --Lengthwise grain--least stretchy direction --Crosswise grain--most stretchy direction	Find examples of nonwoven fabric. Observe the amount of stretch in the various grains.
Fabric Widths --18, 22, and 25 inches .Interfacing fabrics--woven, knit, nonwoven --35-36 inches .Cottons, cotton blends, silk --42, 44, and 45 inches .Cotton blends, woven synthetics, silks, some nonwoven fabrics --54-60 inches .Wools, knits --72 inches .Knits	Collect samples of different fabric widths. Label fabrics and widths.
Straighten Fabric Ends (Thread Perfect) --Tearing --Pulling a thread --Cutting along a prominent crosswise thread or line --Basting a thread line along lengthwise rib (knit)	Explain and demonstrate the different methods used to straighten the fabric ends. Mount samples of fabrics that can be made thread perfect by cutting along a woven design.
Straighten Fabric Grain (Grain Perfect) --Pulling on the diagonal (except wool) --Steam pressing	Discuss various methods used to straighten fabric grain on woven and knitted fabrics.

--Submerging in water (use with washable fabrics only) --Marking with chalk on knit--place lengthwise grain of folded fabric against one side of a square table or a cutting board.	Demonstrate how to straighten fabric grain by making a fabric length grain perfect.
Pre-Shrinking Fabric --Submerge in warm water, dry on a flat surface, steam press --Professional dry-cleaning --Not necessary to pre-shrink Sanforized fabric --Shrink interfacings, zippers, and trims when shrinking fabric	Demonstrate several ways to pre-shrink fabric.
Pressing Fabric --Remove wrinkles. --Press out center fold of fabric.	Show how to press fabric on correct grain.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN PREPARATION, ALTERATION, AND PLACEMENT

SUB-TOPICS Pattern Symbols,
Selecting Pattern Pieces

OBJECTIVES *After studying selected resources and viewing examples of pattern pieces, the student will be able to identify symbols used on pattern pieces.*

Given a pattern and specific view, the student will be able to choose pattern pieces necessary for constructing a clothing item.

CONTENT	STUDENT LEARNING ACTIVITIES
Symbols on Pattern Pieces --Guideposts used for proper placement and construction	Explain why symbols are used on pattern pieces. Collect and mount examples of symbols used on patterns.
Number of Pattern Markings --Vary with detail and style of item	
Identification of Pattern Piece --Pattern company --Size --Name of pattern piece --View number or letter --Number or letter of pattern piece --Terms in multiple language	Review transparency on how to interpret a pattern. Using a commercial pattern, locate and list the symbols used to identify the pattern piece.
Symbols for Placing, Cutting, Marking, and Constructing --Dots • --Seam line - - - --Notches ◆ --Directional stitching arrows ↓ --Darts ⇢ --Buttonholes --Solid lines —— --Cutting lines —— --Clip / --Pleats ⟶ --Straight Grain ⟷ --Alteration Lines ═ --Fold Lines ↲↳	List the different symbols printed on pattern pieces. Explain the meaning of the symbols. Prepare a set of flash cards for identifying pattern symbols and their use. Perform the activity on identifying pattern symbols. Devise a game for reviewing pattern symbols or for use with persons with limited mental capabilities.

Considerations for Selecting Pattern Pieces --Size --View to be used	Select a pattern. Determine which pattern pieces in the envelope will be needed to construct a specific size and view.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN PREPARATION, ALTERATION, AND PLACEMENT

SUB-TOPIC Placement

OBJECTIVES *Given resources to study, the student will be able to list the factors to consider in placing the pattern on fabric.*

After studying markings on pattern pieces, the student will be able to identify markings designed for pattern placement.

After a review of available information on fabrics, the student will be able to determine the right and wrong side of a fabric.

After studying information on methods of fold fabrics, the student will be able to demonstrate the kinds of fabric folds necessary for the layout of a pattern.

Given illustrations of pattern placements, the student will be able to select the correct pattern layout for the width, the type of fabric, and the pattern design of the chosen fabric.

Given supplies and materials, the student will be able to demonstrate the placement of a pattern on selected fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Pattern Layout --Diagram showing how each pattern piece is laid on the fabric	Demonstrate knowledge of pattern.
Reasons for Pattern Layout --Save time. --Eliminate placement problems of patterns. --Avoid extra expenses.	Discuss reasons for using a prescribed pattern layout.
Selecting a Pattern Layout --Pattern size --Pattern view or style --Width and type of fabric	Students will circle information on the pattern envelope which is required for selecting the correct pattern layout.
Determine Right Side of Fabric --Observe outside while fabric is folded on the bolt.	Using pattern pieces for a simple blouse (size 10 and 16) and pieces of fabric (same yardages but

- --Examine fabric for flaws and defects.
- --Right side selvage is usually smoother.
- --Right side of weave usually looks more finished than the wrong side.

Types of Folds

- --Open fabric
  - .Fabric in a single thickness, is spread out flat, usually with the right side up.
- --Lengthwise center fold--fold in which the selvages are even and parallel to the fold
- --Lengthwise fold less than half the fabric width--a fold in which one selvage is parallel to the other and the width of the fold is adapted to the pattern pieces.
- --Crosswise center fold--fold is crosswise at center ending with two complete, full-width layers of fabric and even alignment to the ends.
- --Off-center crosswise fold--fold is less than half the fabric length, in which one end is parallel to the other and the length of the fold is adapted to the pattern piece
- --Double fold--fold is made by opening the fabric out flat and folding in the two ends of the two sides with the ends of selvages meeting or lying parallel to each other.
- --Combination fold--combining two or more types of folds with one pattern lavout
- --Bias fold--made by folding the selvage parallel to the crosswise grain

Pattern Markings for Placement

- --Straight grain of the fabric line--solid line with arrows at both ends to help one place the pattern piece on the line with the fabric grain

different widths: 36", 45", 54") work in small groups to determine length of each width of fabric needed for the given blouse size.

Examine different types of fabric samples. Determine right side of fabric samples.

Discuss reasons for knowledge of fabric folds.

Demonstrate different types of fabric folds that can be used for pattern placement.

Study a pattern and identify markings designed for placement.

--Fold line--arrow points curved into brackets indicate that pattern edge must be placed on fold of fabric as well as on the grain	
Rules for Laying Pattern Pieces on Fabric --Circle the layout which best describes the type and width of the fabric. --Fold the fabric as suggested by the guide sheet. --Place pattern pieces on the fabric according to the sketch.	Review rules for laying pattern pieces on fabric.
Other Guidelines for Laying Pattern on Fabric --Lay large pattern pieces first. --Wide ends of pattern piece are usually placed at cut-ends of the fabric. --Place pieces as close together as possible with no seamlines overlapping. --Make sure straight-of-grain markings are an equal distance from selvages or fold of fabric. --Lay pattern pieces that must be located on the fold first.	Study selected pattern layout. Place pattern on fabric.
Value of Securing Pattern Pieces --Keep pieces on straight grain and in place while you are cutting.	
Pinning Pattern to Fabric --Place pins at right angles to stitching, cutting, and fold lines and diagonally toward the corners. --Start by pinning the grain line on each pattern piece. --Space pins 4 to 6 inches apart around pattern piece. --Smooth the tissue gently from the secured grain line as opposite sides of the pattern are pinned. --Place a pin inside each notch. --Keep pins from extending over the cutting line.	Demonstrate pinning pattern piece to fabric.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PRE-CONSTRUCTION

SUB-TOPIC Cutting

OBJECTIVES Given examples of various types of equipment used for cutting, the student will be able to identify tools used for cutting fabrics.

After reading selected references on cutting tools, the student will be able to recall the characteristics of good cutting equipment.

Given specific cutting tools and a fabric sample, the student will be able to explain and demonstrate directional cutting.

Using selected pieces of cutting equipment, fabric, and a pattern, the student will be able to cut a pattern layout correctly.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting Cutting Tools --Quality of tool --Use for which the equipment is intended --Sewing needs --Price	Read selected references and state guidelines for selecting cutting tools.
Equipment for Cutting --Shears .Two-bladed and at least six inches in length	Display cutting tools. Label with name and use.
.Bent handle design .One of two handles has opening for two or more fingers .Adjustable tension screw .Sharp cutting edge --Pinking shears	Compile a reference notebook by using pictures from a magazine or catalog. Make a chart of equipment used for cutting and give use of each item.
.Used for making ravel-resistant seam finishes .Expensive .Less versatile than shears .Cannot be sharpened easily .Care offered by manufacturer --Scissors .Shorter in length than shears (3-6") .Ring handles	Practice cutting fabric samples (later used for seams, seam finishes) using different types of equipment.

.Sharp points, slender blades --Ripping scissors .Small .Dull at tip .Remove stitching errors from garments --Electric scissors --Buttonhole scissors .4-5 inches long .Pointed blades .Blades set to cut a prescribed length --Thread clips .Short blade .Cuts stray threads quickly .Used with a clipping motion --Seam ripper .Used for removing stitches	Compare use and cost of cutting tools. Identify places where equipment can be purchased.
Directional Cutting --Cut fabric in the same direction in which the seams will be stitched, usually from the wider part of the pattern to the narrower (direction of arrows on seam line).	Demonstrate how to cut directionally and discuss the advantages of the cut.
Basic Guidelines for Cutting --Handle fabric as little as possible in cutting. --Use single or double solid line for cutting. --Use sharp shears.	List basic guidelines for cutting out a pattern.
Before Cutting --Pin all pattern pieces in place. --Parallel grainlines to selvage or place on fold. --Allow adequate space for pieces labeled: "cut four." --Study special notes for cutting pieces without a pattern. --Make sure pins are all inside cutting lines.	
Procedures for Cutting Fabrics --Keep fabric flat on surface. --Use long, firm cutting strokes. --Cut notches away from the pattern piece.	Cut out fabric using correct cutting tool.

- --Cut slash and clip lines together.
- --Use small clips for center lines, fold lines, top of sleeve.
- --Use full length of blade to cut long straight areas and points to cut corners, curves, and small details.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PRE-CONSTRUCTION

SUB-TOPIC Marking

OBJECTIVES Given selected pattern pieces, the student will be able to identify pattern markings that need to be transferred from pattern to fabric.

Given available resources to study, the student will be able to explain the purpose of markings on selected pattern pieces.

After studying methods of transfer and given needed supplies and equipment, the student will be able to explain the different methods of transferring pattern markings to fabric.

Given examples of fabric, the student will be able to use the marking equipment to transfer markings from pattern to fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Reason for Transferring Pattern Marking to Garment Pieces --Accurate construction of project --Accurate fitting of project --Ensure desired fashion of project	Read selected references and state reasons for marking pattern pieces.
Equipment for Marking --Tracing wheel and paper --Tailor's chalk --Tailor's tacks --Pins	Show equipment used for marking--carbon and tracing wheel; needle, thread, and thimble; pins; tailor's chalk and dressmaker's chalk pencil. Demonstrate how each method is used on various fabrics. Explain advantages and disadvantages of each method on specific fabrics.
Selection of Method for Marking Fabric --Color, texture, finish, and weight of fabric --Location of marking on pattern piece	Cite factors to consider in choosing a method for marking fabric

Purpose of Markings --Show location of construction details	Show a pattern piece that is properly marked and one that is not. Discuss.
Types of Markings to Transfer to Fabric --Lines --Dots --Notches to show where to alter --Seam lines --Placement positions of darts, pockets, centers, fold lines, buttons and buttonholes, pleats, and tucks	Review the various construction detail markings on commercial patterns. Compare similarities and differences between the major pattern companies--Simplicity, Butterick, McCalls, Vogue, Kwik-Sew. Have students bring in a used pattern from home. Identify markings to be transferred by type and reason for transfer.
Methods of Marking --Dressmaker carbon paper and tracing wheel--firmly woven fabrics --Tailor's tacks--use on knits, sheers, lightweights, wools --Pins --Tailor's chalk and dressmaker's chalk pencils. --Basting	Summarize procedure for using each method of marking. Display samples showing ways of marking on different kinds of fabric. Using a small sized pattern, transfer markings by each method. List reasons for using one method over another.
Advantages and Disadvantages of Each Marking Method --Tracing wheel and paper .Quick method .Markings sometimes are hard to remove and may show on right side of fabric --Tailor's chalk .Desirable to use on heavy fabric .May leave grease spot after pressing --Tailor's tacks .Best method to use on white, heavy fabrics, and sheers .Time consuming .Less accurate --Pins .Usually readily available .Least accurate and least effective of all marking tools	Explain advantages and disadvantages of each method for transferring pattern markings. Choose a marking method suitable for selected fabric.
Transfer Markings to Fabric --Select marking method to use on fabric.	Cut out small scale pattern pieces and transfer marking using the different marking methods.

--Decide on markings that need to be transferred from pattern to fabric. --Trace markings. Use ruler as a guide for straight lines.	Use correct marking techinques to transfer pattern markings to fabric.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC	UNIT CONSTRUCTION
SUB-TOPICS	Advantage of Method Developing a Work Plan Basic Steps in Unit Method
OBJECTIVES	*Using a commercial guide sheet for a pattern, the student will be able to describe the unit method of clothing construction.* *Given resources to study, the student will be able to explain the advantages of the unit method in constructing a project.* *Given information on the unit method, the student will be able to define unit construction and list the basic steps in the unit method of construction.* *Given a guide sheet for a specific pattern, the student will be able to develop a work plan for a specific situation.*

CONTENT	STUDENT LEARNING ACTIVITIES
Unit Construction Putting a garment together in units; stitching main garment parts and joining them in an orderly way	Read references. Write a definition of unit method of clothing construction.
Advantages of Unit Method of Construction --Takes less time to construct a garment --Minimal handling of garment sections --Parts of the garment that belong together can be easily found because they are left in units --Sewing can be completed on each piece as the pattern is removed --Short periods of time can be used to advantage by working on single units --Systematic approach makes one visualize where each part of the garment is located, how	Explain how unit construction contributes to an organized way of work.'

parts are joined, and shows the relationship of one part to another	
Basis for Selecting Unit Method Gradual progression of learning from the simple to the more complex decisions, procedures, and techniques	Demonstrate the use of unit construction vs. construction steps randomly selected.
General Steps in Developing a Work Plan --Top with cut-on sleeve .Front .Back .Facings .Seams and hems --Simple shirt with darts, zippers, and waistband .Front .Back .Seams and Zipper .Waistband .Fasteners and Hemming --Simple Dress with back zipper .Dress front .Dress back and zipper .Prepare facings .Shoulder seams and neck facings .Side seams .Hemming and fasteners	Study guide sheet of the pattern selected for a project. Make a plan for a project you select. Plan a display of each type of garment listed at left. Identify units to use in construction.
Steps for the Unit Method of Construction --Complete each unit before beginning work on another unit. --When two units are completed, they can be joined. --Complete another unit and join to others; repeat procedure until all units are joined. --Finish all construction details. --Give project a final pressing.	Brainstorm steps to follow in the unit method of construction. Then outline specific steps and a time line for a selected personal project.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PRESSING

SUB-TOPIC Importance of and Techniques Used in Pressing

OBJECTIVES *After studying selected resources, the student will be able to explain the importance of when and how to press correctly.*

After observing a demonstration on pressing seams and darts, the student will be able to demonstrate the correct pressing techniques for seams and darts.

Given established criteria, the student will be able to evaluate pressing techniques used in garment construction.

CONTENT	STUDENT LEARNING ACTIVITIES
Importance of Correct Pressing --Maintain the shape and grain --Maintain texture of the fabric --Maintain a desirable outer appearance	
When to Press --Before cutting .Smooth, straighten, or shrink fabric --During construction .Under pressing --Complete .Final pressing	
Pressing Seams --Press both sides with seam edges flat together. Open and press flat. --Place strips of heavy paper under seam edges before pressing open. --Press seam over a seam roll, a rolling pin, or a point presser. --Press open enclosed seams (collars, cuffs, belts, and facings).	Demonstrate correct procedure for pressing seams, darts, hems, and sleeves.

.Press seam allowance on edge of point presser. --Open seam with tip of iron. --Press waistline seam upward. .Press seam flat on both sides. .Press seam open before pressing both seam allowance up. --Standing seam allowances (armhole and crotch)	Construct an illustrated pamphlet on pressing.
.Press together and turn up. .Press open the top position of center front and center back seams, above the notches.	Describe the appearance of seam and fabric after pressing has been completed.
Pressing Darts --Press on both sides along the line of stitching. --Press to one side over a tailor's ham (for shaping). --Darts that are wide or of a heavier fabric may be split and pressed open. --Vertical darts at waistline or neckline are pressed toward the center. --Horizontal darts at bustline or elbow are pressed downward.	Demonstrate pressing various kinds of darts.
Pointers on Pressing --Press with the grainline and in the same direction as stitched.	Develop general guidelines for pressing.
--Press on wrong side of fabric. --Remove bastings and pins. --Set iron temperature on lowest heat for a blend. --Pound sharp creases after fitting the garment is checked.	Write a news release on the value of pressing items during the construction process.
--Press gathers toward line of gathers. --Use a pressing cloth for touch up or final pressing. --Avoid overpressing your garment.	Compare two garments for qualities of pressing. On a check sheet rate each garment according to a selected scale for using correct guidelines in pressing.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEAMS

OBJECTIVES *Given resources to study, the student will be able to cite the factors affecting choice of seams for a selected project.*

Following a study of seams, the student will be able to identify and select seams appropriate for a specific project.

Given materials and tools, the student will be able to construct samples of seams.

Using samples of seams, the student will be able to demonstrate the correct procedure for pressing seams.

CONTENT	STUDENT LEARNING ACITVITIES
Seams --Lines of machine stitching joining two fabric edges	Define terms.
Seam Allowance --Fabric between the line of stitching and the raw edge .Standard seam allowance -5/8 inch on most patterns -Narrow seam allowance on lingerie and knits	List on the board the purpose of seams in a garment. Look at patterns and note types of seams suggested for the garment. Explain how and why standard seam allowances vary.
Purpose of Seams in a Garment --Functional .To join the individual parts of a pattern to form a whole garment --Decorative .Accents on garments	Discuss reasons for choice of seams for specific fabrics.
Considerations in Selecting Seams and Suitable Seam Finishes --Fabric --Design --Purpose of garment --Location of seam in garment --Effect desired --Sewing ability	
Basic seams —Plain seam .Basic	Show samples of plain seams and enclosed seams.

- .Versatile
- --Enclosed seams

Variations of the Plain Seam

- --Topstitched seam
- --Lapped seam
- --Welt seam
- --Corded seam
- --Slot seam

Preparing a Plain Seam

- --Reinforce the beginning and end of each seam.
- --Remove pins from seam as you stitch.
- --Keep the two edges evenly as you stitch.
- --Clip curved seams before being pressed so they will be flat.

Characteristics of a Well Made Plain Seam

- --Lies flat
- --Is a uniform width
- --No puckers
- --No tangled or broken threads
- --Stitched on grain

Examples of Enclosed Seam

- --French seam
  - .Seam within a seam
- --Flat fell seam

Differences in French Seam and Plain Seam

- --Two rows of stitching
- --Raw edges enclosed
- --Narrower finished seam allowance

Use of French Seam

- --Sheer fabrics
- --Fabrics that ravel

Constructing a French Seam

- --Join wrong side of fabric pieces with a 3/8 inch seam.
- --Trim seam allowance to 3/16 inch.
- --Press seam open.
- --With right sides together, press or crease the first row of stitching.
- --Stitch ¼ inch from folded edge, encasing raw edges.

Identify the basic seams and discuss reason for use with specific fabrics.

Show examples of variations of the plain seam.

Prepare a bulletin board on the different variations of the plain seam.

Design a score card to evaluate the construction of a plain seam.

Demonstrate procedure for making selected seams.

Construct a sample of a plain seam.

Show transparency of the French seam and a fabric sample.

Discuss differences between a plain seam and a French seam.

Demonstrate the making of a French seam.

Construct a catalog of uses for the French seam.

Mock French Seam --Variation of plain seam --Seam allowances given special treatment --Especially desirable on curved seams on sheer fabric	
Use of a Simulated French Seam --Crisp, sheer fabrics --Used only on straight seams	
Making a Simulated French Seam --Place right sides of fabric together and stitch a regular seam. --Press seam open and flat. --Turn in both sides of the seam allowance ¼ inch, press. --Edge stitch the folded edges together.	
Flat Fell Seam --Enclosed seam --Tailored appearance --Decorative --Durable	Show transparency and sample of a flat fell seam.
Use for Flat Fell Seam --Sportswear --Men's shirts --Pajamas	Display clothing items that make use of the flat fell seam.
Qualities of a Flat Fell Seam --Strong --Neat --Serviceable finish --Comfortable	Observe a flat fell seam. Evaluate seam according to criteria listed.
Constructing a Flat Fell Seam --Stitch a 5/8 inch seam with wrong sides together --Press seam open --Press both allowances to one side. --Trim one seam allowance to ¼ inch. --Turn under ¼ inch on raw edge of other seam allowance. --Press the trimmed edge. --Top-stitch close to folded edge on garment.	Using examples explain the construction of a flat fell seam.
Steps in Pressing Seams --Press seam allowance together flat. --Press seams open or to one side according to pattern directions.	Demonstrate the pressing of a plain seam.

--Turn garment to right side.
--Press along the seam crease
with a press cloth.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEAMS

SUB-TOPIC Seam Finishes

OBJECTIVES After studying specific resources on finishing seams, the student will be able to give facts affecting choice of seam finishes for various types of fabrics.

Given resources to study on seam finishes, the student will be able to describe seam finishes suitable for selected fabrics.

Using seam samples, the student will be able to select and construct finishes appropriate for a specific fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Seam Finish --Sewing or trimming seam edges	Read several references to determine meaning of term.
Purpose of Finishing Seams --Neat edge --Reinforce the seams --Prevent raveling --Reduce strain on the seam --Reduce bulk	Select four different types of fabrics. For each, determine purposes of finishing seams.
Factors Affecting Choice of Seam Finish --Type of fabric --Style and purpose of garment --Sewing equipment available --Time --Sewing experience	Name and briefly discuss factors affecting choice of seam allowance.
Types of Seam Finishes --Pinked .Quick .Easy .Firmly woven fabric	Identify and show samples of each seam finish.
--Clean-finishing .Attractive .Functional	List procedures for applying the various seam finishes.
.Used on light to medium weight fabrics --Overcast finish .Used on sheer fabrics	Look for seam finishes in commercial garments. Describe types of finishes applied to seams.
--Machine zig-zag finish .Good for fabrics that ravel	Determine why the selected seam finish is appropriate for a

easily .Curved areas --Hong Kong finish .Use on medium to heavy fabrics .Attractive on unlined garment --Pinked and stitched finish .Easy .Used on fabrics that ravel slightly	specific garment and fabric. Prepare a chart illustrating finishes and fabrics. Prepare samples of common types of seam finishes used in construction.
Eliminate Seam Finishes --Firmly woven fabric --Knotted fabric that does not curl --Non-woven fabric --Enclosed seam allowances	Observe specific fabrics. Explain reasons for not using a seam finish on certain fabrics.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FULLNESS

SUB-TOPIC Gathering and Shirring

OBJECTIVES *Given resources to study, the student will be able to explain the purpose of gathering and shirring in specific situations.*

Following a demonstration on gathering and shirring, the student will be able to describe the procedures used in gathering and shirring.

Using a gathering or shirring example, the student will be able to demonstrate the methods for fastening stitches at the end of gathering or shirring.

CONTENT	STUDENT LEARNING ACTIVITIES
Fullness in Garment Construction --Gathering --Shirring	Find an example of a garment with gathering or shirring.
Gathering --One or more lines of long stitches used to draw up excess fullness in fabric	
Shirring --Several rows of gathering with rows left visible on the exterior of garment for decoration	Observe clothes with gathering or shirring. Determine why this fullness is used in a garment.
Steps in Gathering or Shirring --Place first row of stitching on the seam line; second row, ¼ inch inside the seam line.	Demonstrate how to gather or do shirring. Place samples in a reference file.
--Secure one end of stitching by wrapping threads around a pin.	Make samples of each.
--Pull gently on bobbin threads sliding fabric with hand.	Show how to fasten stitches when using gathers or shirring.
--Wind threads around pin for desired width.	
Attaching a Gathered Edge to a Straight Edge --Divide the straight edge into four equal parts.	Demonstrate the attachment of a gathered edge to a straight edge. Review steps in process.

--Gather each section. --Stitch fabrics together with gathered edge on top.	

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FULLNESS

SUB-TOPIC Darts and Tucks

OBJECTIVES *Given information on darts and tucks, the student will be able to identify the different types of darts and tucks used in construction.*

Following a discussion on darts and tucks, the student will be able to describe the functions of darts and tucks in clothing construction.

Using available materials and supplies, the student will be able to demonstrate the stitching and pressing of different types of darts and tucks.

CONTENT	STUDENT LEARNING ACTIVITIES
Darts and Tucks --Folds of fabric stitched in a garment .Control and direct fullness	
Difference between Darts and Tucks --Tucks have various shapes. --Darts are stitched to sharp points.	
Function of Darts and Tucks --Tucks .Shoulder, yoke, or waistline area --Darts .Conform to body made up of curves .Decorative lines	Describe several ways to give shape to garment. Show examples of fullness. Identify types and purposes of darts in garment.
Kinds of Darts --Single pointed dart .Stitch from the wide end to the point. .Secure thread ends by backstitching or tying threads. --Dart tuck .Stitch from the narrow end to the wide end and then toward the fold. .Press toward center of garment.	Find, mount, and label examples of darts in clothing. Practice stitching each kind of dart. Show how to make threads secure at end of dart.

--Double pointed dart .Stitch from the center and taper to a point. .Slash at widest part to avoid puckering.	
Cutting Darts --Bulky fabric requires opening dart.	Show how to cut seam allowance off dart.
Pressing Darts --Press the dart flat. --Smooth lines of stitching with point of the iron. --Crease the center fold of the dart in the same direction as stitching. --Block the dart. .Place dart, wrong side up, over tailor's ham. .Turn dart in correct direction. -press waistline and neck darts toward CF or CB. -press underarm and sleeve darts down. .Press the dart crosswise. .Top-press lightly.	Demonstrate pressing the various kinds of darts.
Characteristics of Good Dart --Straight stitching --Stitching tapers to point at end --No imprint of dart showing on the right side --Dart pressed in correct direction --No bubble or cup on right side at point	Stitch sample darts and evaluate work by criteria established for a good dart.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC ZIPPERS

SUB-TOPIC Types, Selection, Application

OBJECTIVES Following a discussion on zippers, the student will be able to identify the different kinds of zippers.

After a study on zippers, the student will be able to select the correct kind of zipper for specific applications or uses.

Given samples of applied zippers, the student will be able to identify the various types of zipper applications.

Using a specific zipper application and the correct type of zipper, the student will be able to construct a sample application.

CONTENT	STUDENT LEARNING ACTIVITIES
Zipper --Closure consisting of interlocking coils or teeth, attached to tapes, and operated by a slider	
Kinds of Zippers --Conventional .Closed bottom --Separating .Open bottom (two sides come apart) --Invisible .Resembles an ordinary seam when closed .No stitching on right side of fabric	Survey stores in the community. Observe kinds of zippers available for use in garments.
Selecting a Zipper --Check pattern envelope for style length and use. --Match zipper color with fabric.	Cite factors to consider in selecting a zipper.
Styles of Zippers Used on Garments --Dress --Neck or skirt --Separating or jacket --Trouser	Label and display different styles of zippers used in construction. Identify composition and use.

Suggestions for Using Zippers in Garment

- Begin with 5/8 inch seam allowance.
- Preshrink zipper and fabric prior to application.
- Use a zipper foot for installation.

Consideration Prior to Zipper Application

- Weight of fabric
- Design of garment
- Convenience

Methods Used for Zipper Application

- Centered
  - Ideal for heavy fabrics
  - Reduces bulk in zipper area
  - Suited for center back or front openings
- Lapped
  - Ideal for light to medium weight fabrics
  - Conceals zipper at back or side openings
  - Reduces gapping at waistline
- Concealed
  - Not visible from right side except pull tab
  - Ideal for front applications
  - Suitable for all fabrics except pile fabrics
- Hand
  - Used for couturier finish
  - Used on napped and pile fabrics, loosely knitted fabrics, and sheer fabrics
- Fly Front

Zipper Preparation

- Shrink zipper.
- Determine zipper length and opening.
- Baste seam.
- Clip basting.
- Use a zipper foot.
- Stitch from bottom to top.
- Keep zipper pull tab turned up for skirt and neck application.

Give examples of zipper applications most frequently used.

Summarize characteristics of each method of zipper application. Determine places most appropriate for each method.

Write a task analysis for zipper application.

Applying Zippers

--Centered

.Pin one side of opened zipper to one seam allowance and machine baste along coil.

.Pin other side of opened zipper to seam allowance and machine baste along coil.

.Close zipper.

.Spread garment flat.

.Stitch ½ inch on outside edge from bottom to top of zipper.

.Remove seam line basting and press placket.

--Lapped

.Machine stitch the right hand zipper tape to the right—hand seam allowance.

.Close zipper with the tab up Stitch along the fold created by the first row of stitching.

.Return zipper to face down position.

.Stitch other side along the guide and bottom of the zipper.

.Remove basting stitches to open seam.

--Invisible

.Machine baste stitching lines on each side of garment.

.Place zipper on right side of garment with tab down and coils on the stitching lines.

.Place coil in the invisible zipper foot and stitch from the top.

.With zipper open place and stitch other side of the zipper.

.Close zipper.

.About ¼ inch above the bottom of the zipper, stitch rest of seam closed.

--Fly Front

.Place opened zipper face down on right side of left

Display steps used in the different kinds of zipper applications. Explain why the procedure was outlined.

Describe the steps in applying zippers by the different methods.

Using the appropriate method, apply zipper to a selected project.

Construct examples of the different methods of zipper application.

fly extension and machine baste along tape guideline.

- .Close zipper and turn face up.
- .Stitch close to fabric through all layers.
- .Turn zipper face down over right fly extension with tab turned up; stitch along tape guideline through tape and fly extension.
- .Spread garment flat, wrong side up. Pin right fly extension to garment front.
- .Stitch along the baste-marked stitching line.

Zipper Care

- --Press zipper area using a press cloth.
- --Keep zipper closed during washing and dry-cleaning.
- --Use a zipper lubricant to keep teeth operating.

Evaluating Zipper Application

- --Concealed from top to bottom
- --Covered pull tab
- --Placket opens near end of the zipper teeth
- --Closed placket lies smoothly
- --Threads cut short and fastened at ends

Review criteria for evaluating zipper application. Using the criteria evaluate application of the zipper in a home constructed item or in a ready-to-wear item.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC WAISTLINE FINISHES

SUB-TOPIC Identification and Selection

OBJECTIVES *Given resources to study, the student will be able to identify different waistline finishes.*

Given waist measurements and information on proportion of figure, the student will be able to analyze individual characteristics and determine a compatible waistline finish.

After studying references and viewing examples of waistline finishes, the student will be able to summarize factors to consider in selecting an appropriate personal waistline finish.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting a Waistline Finish --Function of the garment --Type of fabric --Available time --Sewing skills	Summarize factors to consider in selecting a waistline finish for a project.
Methods of Finishing Waistlines --Waistband --Facings --Casing	Find examples of the different types of waistline finishes.
Waistband --Narrow strip of fabric stitched onto the waistline	Explain the term "waistband."
Types of Waistbands --Straight .A straight strip of fabric that rests above the natural waistline --Contoured .A shaped strip of fabric that curves to fit the natural shape of the body	Show examples of waistbands. Determine reason for using selected waistline finishes.
Determining Width of a Waistline Finish --Composition material --Pattern style --Individual preference --Individual figure size	

Determining the Width and Length of a Waistband --Width .Add together twice the desired width plus two seam allowances of 5/8 inch each. --Length .Measure waistline and add 1 inch for ease. .Add an additional 3 inches for the seam allowances at the ends of the band and for the underlap.	Demonstrate how to measure for the length and width of the waistband.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC	WAISTLINE FINISHES
SUB-TOPIC	Facings, Elastic Casings
OBJECTIVES	*After reading selected references, the student will be able to differentiate between a facing and a casing as a waistline finish.* *After observing a demonstration on the application of facings and/or casings, the student will be able to describe the procedures used in making an elastic casing and/or facing a waistline.* *Given materials and supplies, the student will be able to demonstrate the application of a facing and/or casing.*

CONTENT	STUDENT LEARNING ACTIVITIES
Facing as a Waistline Finish --Replaces separate waistband --Finished edge of garment rests at natural waistline --Additional fabric allowed to finish the waistline edge	Display an example of a garment with a faced waistline.
Making and Applying a Facing --Interface waistline edge. --Stitch facing to garment. --Clip seam allowance. --Understitch the seam allowances to the facing. --Secure facings in place where seams cross. --Turn in ends of facing. --Hand stitch in place.	Demonstrate finishing a waistline with a facing. Construct a sample of a waistband with a facing.
Casings --Easy and convenient to use --Additional fabric attached to item which allows for elastic or cord to move freely to cinch the waistline	
Applying a Casing --Turn the raw edge of the waistline under ½ inch and press. --Press along foldline for casing.	

--Edge stitch along the first fold to form a casing, leaving an opening of 1 to 2 inches.
--Insert elastic.
--Overlap cut ends of the elastic 1 inch and stitch.
--Slip stitch opening of the casing.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC WAISTLINE FINISHES

SUB-TOPIC Waistbands--Construction, Application, Evaluation

OBJECTIVES *Following a demonstration on the waistband, the student will be able to list the steps in constructing a waistband.*

Given materials and supplies, the student will be able to select and apply reinforcement to a waistband.

Using materials and supplies, the student will be able to construct and apply a waistband

With established criteria and examples, the student will be able to evaluate a waistband.

CONTENT	STUDENT LEARNING ACTIVITIES
Straight or Contoured Waistband Construction --Pin interfacing to wrong side of fabric on unnotched edge. --Stitch. --Trim interfacing. --Turn unnotched edge of band toward the wrong side of fabric. --Press along the seam line. --Trim ¼ inch from seam line.	View a demonstration on constructing a waistband. Summarize steps used to construct the band.
Methods of Applying a Waistband --Hand-stitched method .Machine stitch band to waistline. .Finish the band by slip-stitching the seam. --Machine stitched method .Finish waistband with stitching on outside. --Overedged .Place two wrong sides of band together. .Pin cut edges and stitch the seam with zig-zag seam. --Stitched in the ditch .Finish the raw edge. .Use the selvage and stitch in the well of the seam.	Discuss various methods of applying waistbands.

Application of Waistband to a Garment --Pin the edge of band to the waistline. --Stitch waistband to the garment along seamline. --Clip seam allowance if a contoured band. --Press seam allowances upward. --Fold waistband in half with right sides together. --Stitch the ends of the band. --Turn waistband to right side. --Press. --Finish band. .Edge-stitch. .Slip-stitch on the inside. .Stitch in the ditch.	
Purpose of Waistband Reinforcement --Gives body to the band --Retains shape --Prevents stretching and rolling	Summarize reasons for interfacing a waistband.
Criteria for Evaluating Waistbands --Cut with grainline --Band interfaced --Stitches anchored to interfacing and invisible on the outside --Band attached to garment with grainline accuracy --Snug fit with no pulling or wrinkles --Same width its entire length for straight waistband	Evaluate waistband by established criteria.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC HEMS

SUB-TOPIC Kinds, Construction

OBJECTIVES *Given samples of various hems, the student will be able to identify the kinds of hems.*

After discussions and demonstrations on the steps in making a hem, the student will be able to explain and show the steps involved.

Following a demonstration on distributing fullness in a hem, the student will be able to select and demonstrate one method of distributing ease in a hem.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary Hemline Hem width Seam tape Inconspicuous hem	Browse through references. Define terms used with hems.
Hem --Finished bottom edge of a garment or garment part	
Factors Affecting Hem Length --Fabric type --Garment style --Garment cut --Personal desire	Study fashions in current magazines. Select hem length for an individual and explain the reason for the selection.
Kinds of Hems --Plain .Straight edges --Narrow .Clean finish for tailored garments --Shaped .Curved hem edge on flared or circular garments --Rolled .Very narrow hem for lightweight and sheer fabrics	Study examples of hems in various garments. Identify the advantages and/or disadvantages of the kind of hem used.
Basic Steps in Hemming --Turn up desired hem allowance. --Pin or press to establish and hold the hemline.	Read references on basic steps in hemming. Demonstrate correct procedure for making a hem.

- --Select width for hem allowance.
- --Trim excess fabric for desired hem width.
- --Apply appropriate edge finish to hem.
- --Hand or machine stitch hem.

Distributing Ease in a Hem

- --Shrinkable fabrics
  - .Align seams of skirt with seams of the hem.
  - .Insert brown paper between hem and skirt.
  - .Steam-press to shrink out fullness.
- --Non-shrinkable fabrics
  - .Stay-stitch--plus
  - .Fabric threads crowded together during the stitching process to provide extra ease
  - .Ease line
    - -Machine stitching ¼ inch from edge with a long stitch and pulling machine stitching to align seams of the hem with seams of skirt

Observe a demonstration on ways to distribute fullness in hems.

Choose and demonstrate one method to distribute ease in a hem.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC	HEMS
SUB-TOPICS	Finishes for Hems Hemming Stitches
OBJECTIVES	*Given examples of hem finishes, the student will be able to identify various kinds of hem finishes.* *After observing a demonstration on finishing hem edges and hemming stitches, the student will be able to construct examples of different hem finishes and apply an appropriate hemming stitch for selected samples.* *Using established criteria for hem application, the student will be able to evaluate a well-made hem.*

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting an Appropriate Hem Finish --Cut of garment --Fabric type --Style of garment --Wear garment will receive --Time --Skills and preferences	Study resources to cite factors for selecting an appropriate hem finish for various types of fabrics.
Kinds of Hem Finishes --Clean finish .Turned and stitched --Stitched and pinched .Tailor's --Overcast --Zig-zagged --Seam binding and stretch lace --Bias tape --Hong Kong .Bound --Rolled --Faced --Iron-on tape --Fusible materials	Read selected references to identify hem finishes suitable for various fabrics. List characteristics, uses, advantages, and disadvantages of the various edge finishes for hem. Examine and determine the type of edge finish on garments worn by class members. Observe a demonstration on edge finishes suitable for specific fabrics. Prepare several hem finishes for specific fabrics.

	Prepare several hem finishes for specific fabrics.
Methods of Attaching Hem to Garment --Machine --Hand	Identify methods used to attach garment hems.
Selecting a Method for Hemming --Weight and weave of the fabric --Style of the garment	Study resource materials. Note reasons for selecting hemming stitches for specific fabrics.
Types of Machine Stitching Suitable for Hems --Topstitching --Blind hemming stitch --Shell --Picot-edged --Lettuce	View illustrations of machine stitching and hand stitching used on hems. Prepare samples of hand hemming and machine hemming for specific fabrics.
Hand Hemming Stitches --Slip or blind stitch --Catch-stitch --Lock stitch --Slanted-hemming --Vertical-hemming --Pick stitch	Apply a suitable hemming stitch to selected project.
Special Hemming Tips --Hang garment 24 hours before hemming. --Keep stitches fairly loose. --Use single thread for hemming. --Make hemming stitches in direction of grainline.	Review selected references and summarize extra hemming tips prior to applying hemming stitches.
Characteristics of a Good Hem --Lower edge hangs an equal distance from the floor --Inconspicuous on right side --Smooth and flat --Uniform hem width --Hem width is suitable for fabric and design --Hem finish suited for fabric and design --Hemming stitches .Uniform .Evenly spaced .Secure .Free of puckers --Carefully pressed	Evaluate samples of hems that include correct hem finishes and hemming stitches.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FASTENERS

OBJECTIVES After studying various references and viewing a display of fasteners, the student will be able to identify various types of fasteners.

Following a study of fasteners, the student will be able to select the appropriate fastener for a specific closure.

After observing demonstrations on various fasteners and practicing on specific samples, the student will be able to make and apply a selected fastener for a project.

CONTENT	STUDENT LEARNING ACTIVITIES
Fasteners --Specific devices used alone or in combination to help close garments securely	Define the term fasteners.
Samples of Fasteners --Buttons and buttonholes --Hook and eyes --Snaps --Loops --Thread closures --Frogs --Nylon tape	Survey personal wardrobe. Explain the choice of fastener on garment. Arrange a display showing different fasteners used on garments. Prepare a reference file of different types of fasteners and tell where each could best be used.
Factors Affecting Selection of Fasteners --Function --Purpose of garment --Coordination with garment in color, weight, and size --Costs	Determine how one arrives at the choice for selection of a specific fastener.
Hooks and Eyes --Used at waistline and neckline --Strong --Wide range of sizes	Explain why sizes 00 and No. 4 hook and eyes are most often used; show examples.
Hooks --Stitched in place first for accurate measurement	Show placement of hook on garment piece for accurate overlapping of garment edges.

Types of Eyes --Straight eye .Used where garment edges overlap (e.g. skirt waistband) --Round eye .Used where two edges meet (e.g. Neckline) --Thread eye .Used in place of a purchased straight eye	Explain when and where different types of eyes may be placed in garment construction. Prepare a reference file with hook and one type of eye. Indicate type of garment that could use this hook and eye. Collect samples of hooks and eyes.
Snaps --Designed to hold overlapping edges together .Used where there is a minimal amount of strain	Discuss reasons for using snaps as a closure.
Snap Parts --Ball half --Socket half	
Applying Snaps --Place ball half of snap on underside of overlap. --Overcast stitch through each hole. --Mark position for socket half of snap. .Overlap edges and push pin through ball of snap. --Overcast stitch through each hole.	Demonstrate application of snaps.
Nylon Tape Fastener --Strip faced with tiny hooks and the other with a pile fabric serving as the eye	
Use for Nylon-Tape Fastener --Loose-fitting garments .Jacket fronts .Belt overlap	
Nylon Tape Application --Machine stitch lower strip in place through all layers. --Machine stitch upper strip through only one layer. --Apply the upper strip by hand using a slip stitch through one layer of fabric and the lower strip by machine through all layers.	Explain different methods of applying nylon tape. Attach to a fabric sample a nylon tape fastener using one of the demonstrated methods.

--Topstitch both strips through all fabric layers.	
Loops and Frogs --Fabric closures made of self-filled bias tubing, purchased braid or tubular material like the garment fabric	
Making tubing --Cut bias strips 1½ inches wide. --Fold in half lengthwise with right sides together. --Stitch ½ inch from fold. --Using a loop turner, turn all tubing to right side by pulling seam allowance into tube.	Observe a demonstration on preparing tubing for loops or frogs. Prepare a sample of bias tubing.
Thread Closures --Made with the blanket stitch and a double thread	Analyze use of thread closures.
Making a Thread Loop --Use several foundation stitches to accommodate the button or hook size. --Work blanket stitches closely over the entire length of the foundation threads.	Show how to make a thread loop. Prepare a file sample of a thread loop.

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LEVEL III - CLOTHING AND TEXTILES UNIT
(Consumer-Homemaking II)

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(Consumer-Homemaking II)

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SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC FAD, FASHION, STYLE

OBJECTIVE *Given definitions of specific fashion terms, the student will be able to discuss and illustrate differences among fad, fashion, and style.*

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Fashion .Prevailing style of dress at any given time --Fad .New idea in clothing that is popular for a short time (one season or less) --Style .Specific unique characteristics (different from others) prominent for long time periods --Classic .Popular style that is lasting and becomes custom --Fashion Bomb .A style that people reject	Collect pictures illustrating fashion, fad, style, classic, and bomb. Make group arrangement on bulletin board. Make a list of current fads. Identify fads likely to become fashion. Write article for the school newspaper entitled "Fashion vs. Fad," and speculate on the future in fads and fashion. Develop a display of the "Continentals" and "Edsels" of clothing industry. Include illustrations and definitions of fashion, fad, style. Interview individuals whose teen years were in a specific time period. Compile information concerning fashions and fads of the interviewee's teen years. Also, identify the styles of today which originated in that same time period. View examples of fashion classics. Discuss advice to give someone buying a fashion classic. Analyze reasons for fashion bombs. Mount illustrations on bulletin board.

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PERSONAL APPEARANCE

TOPIC FIGURE

SUB-TOPIC Body Shapes

OBJECTIVES *After reading references on weight and body shape, the student will be able to verify his/her approximate desirable weight.*

Using information gained from the study on body shapes, the student will be able to discuss factors affecting the body shape.

Given a discussion on factors that affect body shape, the student will be able to determine ways to modify body shape.

After observing a demonstration on specific figure problems, the student will be able to select an appropriate illusion/correction for improving body shape.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Bone structure .Size and shape of the skeletal bones --Body shape .Stage of physical development	Define terms. Contrast the meaning of the terms.
Factors Determining Appropriate Individual Body Weight --Height --Weight --Bone structure --Muscle quantity	Consult insurance tables and determine relationship of weight, age, height, and body structure. Interview a physical education teacher to get ideas for exercises to improve individual posture and body shape.
Factors Determining Body Shape --Circumference of body at chest/bust, waist, and hips --Overall body proportions .Ratio of one measurement to another --Weight	Contact a medical specialist and/or research the literature for ways to correct selected posture or body shape problems. Work with a partner. Observe self in mirror and determine figure type.
Basic Figure Types --Tall and slender --Tall and stout --Short and slender --Short and stout	

--Top heavy --Bottom heavy	Discuss figure types in relation to clothing selection. Determine fabrics and styles appropriate for selected types.
Guidelines for Determining Figure Types --Compare personal basic body measurements with standardized body measurements	
Modifying the Body's Shape --Short range goals .Lines .Adherence to design principles .Color .Fashion lengths .Fabric texture, drapeability, and prints .Proper foundation garments --Long range goals .Diet .Exercise .Posture	Discuss ways to modify specific body shapes. Use illustrations from catalogs or magazines to demonstrate how to conceal personal figure problems.
Figure Problems --Broad shoulders --Broad hips --Heavy figure/thick waistline --Small bust --Thin neck/narrow shoulders --Large bust --Round/sloping shoulders --Long/short waist --Heavy thighs --Prominent abdomen/derriere	Select clothing styles from "paper dolls" or publications that will conceal specific figure problems. Prepare a research paper on how to dress or redress selected figure problems.

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PERSONAL APPEARANCE

TOPIC TOTAL LOOK

SUB-TOPIC Accessory Use in Wardrobe

OBJECTIVE *Using fashion illustrations from current magazines, the student will be able to demonstrate how accessories can compliment or change the appearance of a garment or a body feature.*

CONTENT	STUDENT LEARNING ACTIVITIES
Accessories in Wardrobe Plan --Part of the total design --Cost effectiveness --Available accessories --Features of accessories --Accessories coordinated with specific clothing	Determine an individual budget allowance for accessories. Select pictures of appropriate accessories for selected garments within a specific wardrobe budget.
Accessories Include --The little things that count .Shoes .Belts .Socks/hosiery .Hats .Handkerchiefs .Jewelry .Handbag/wallet .Gloves .Foundations .Scarves	Using retail catalogs, select suitable accessories for a specific outfit. Record costs and care instructions. Exchange selection of accessories for specific garments to view how they affect the appearance of clothing. For use as a contest, select the best garment-accessory combinations at a given time.

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III-007

PERSONAL APPEARANCE

TOPIC TOTAL LOOK

SUB-TOPIC Foundation Garments

OBJECTIVES *After viewing examples of foundation garments the student will be able to state the functions of good foundation garments and determine need for individual use.*

Based on study and individual choice, the student will be able to properly wear and care for foundation garments.

CONTENT	STUDENT LEARNING ACTIVITIES
Foundation --Any garment that supports or controls the figure Examples of Foundations --Girdles --Bras --T-shirts --Boxer shorts --Hosiery --Panties --Slips and petticoats --Briefs	What is the purpose of a foundation garment?
Foundations Needed are Determined by --Figure types and measurement --Personal preference --Specific clothes functions --Fashion changes	Develop a list of do's and don't's in foundation garment selection.
Functions of Foundations --Give the body a smoother line --Make clothes fit better --Support and control the figure --Promote good posture and poise --Protect your body from seasonal elements (hot or cold)	Prepare a bulletin board on types of foundation garments and the outer garments that should be worn with each.
Pointers on Wearing Foundations --Use two or more garments and alternate wear to prolong life. --Put on gently to safeguard shape of foundation and increase service ability.	Design and follow a plan for wearing foundation garments. Discuss precautions to follow in wearing foundations. Demonstrate how to wash and dry a foundation garment.

Care for Foundations

- --Launder frequently.
- --Follow care label instructions.
- --Be cautious in using chlorine bleaches.
- --Hand-wash with lukewarm water and mild soap.
- --Shape garments while sill wet.
- --Dry at room temperatures.
- --Place garments in mesh bags and machine wash using gentle cycle.

Experiment with the use of chlorine bleach or foundation garments made with natural and/or man-made fibers. Share results with class.

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TEXTILES

TOPIC FIBERS

SUB-TOPIC Characteristics

OBJECTIVES *Given different selected fibers, the student will be able to determine characteristics of the different kinds of fibers.*

Given selected samples and equipment, the student will be able to describe methods used in identifying characteristics of fibers.

CONTENT	STUDENT LEARNING ACTIVITIES
Natural Fibers --Cotton .Absorbent .Strong .Excellent launderability .Dyeability	Display fabric samples and examine characteristics of each sample.
--Linen .Stronger than cotton .Cool .Wrinkles .Absorbent .Crisp	Observe difference in appearance and feel between cotton and linen.
--Wool .Warm .Resilient .Absorbent .Dyes well .Can be made moth and wrinkle resistent	Review characteristics of wool fibers. Report on reasons for using wool for winter clothing.
--Silk .Lustrous .Soft .Luxurious .Drapes well .Dyes to brilliant shades	Collect samples of silk fabrics and/or garments. Display. View differences in appearance. Name popular silk fabrics and identify supply sources.
Natural Manufactured Fibers --Rayon .Lustrous .Economical .Drapes well .Versatile .Launderability	Look through current magazines. Locate examples of clothing that contain a natural manufactured fiber.
--Acetate .Luxurious feel and appearance .Blends well with other manufactured fibers .Resistant to wrinkling .Drapes well	Collect and mount examples of the natural and manufactured fibers.
--Triacetate .Heat set into pleats .Launders easily	Examine samples of triacetate fabrics. Compare with rayon and acetate fabrics giving similarities and differences.

.Resistant to wrinkling

Synthetic Manufactured fibers

- --Nylon
  - .Strong
  - .Versatile
  - .Need little or no ironing
  - .Durable
  - .Machine washable
- --Acrylic fibers (Orlon, Acrilan, Creslan, Zefran)
  - .Durable
  - .Lightweight
  - .Wash and wear qualities
  - .Warm
  - .Shape retention
- --Polyester fibers (Dacron Fortrel, Kodel, Vycron)
  - .Functional
  - .Strong
  - .Launder easily
  - .Durable
  - .Wrinkle resistant
- --Modacrylic fibers (S.E.F., Verel)
  - .Warm and soft
  - .Flame resistant
  - .Heavier than acrylics

View examples of clothing made of nylon, acrylic, and polyester fibers to observe characteristics.

Identify trade names used for nylon fibers.

Burn samples of acrylic fibers. Report on results to class.

Prepare a display of fabrics made of acrylic fibers.

Examine polyester fibers under a microscope. Describe characteristics of the fiber.

Show and compare samples of polyester fibers and blends with other fibers.

Compare differences between acrylic fibers and modacrylic fibers. Report findings to class.

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Textbooks

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 29-31.

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TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Woven Fabrics

OBJECTIVES *Given available resources to study, the student will be able to identify woven fabrics.*

Following a discussion on fabric construction, the student will be able to explain what is a woven construction.

Upon completion of the study on woven fabric construction, the student will be able to demonstrate techniques to use with woven fabrics on specific projects.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Warp yarns--grainline --Filling yarns--on-grain --Cloth count--yarn in warp and filling	Unravel a fabric sample. Identify warp and filling yarns. Secure a sample of percale or muslin fabric. Look through a magnifying glass in a ruled area 1 inch square and do a thread count on warp yarns and filling yarns. Prepare a bulletin board or chart picturing samples of fabrics that illustrate the vocabulary terms.
Woven Fabrics --Inserting a crosswise set of yarns at right angles to a lengthwise set of yarns that is held taut	
Method of Weaving Fabrics --Hand woven --Machine woven	Display samples of hand woven fabric and machine woven fabric.
Characteristics of Woven Fabrics --Appearance --Hand --Strength --Dimensional stability --Absorbency --Warmth --Transparency	Read an assignment on woven fabric construction. Collect samples of different fabric weaves. Explain each weave. Bring a woven garment to class and identify and point out characteristics of the woven fabric.

Varying Woven Fabrics --Changes in fiber content in yarns --Variation in the diameter or tightness of twist of the yarn --Different spacings between yarns (number of yarns per inch) --Interlacing of the yarns in different patterns --Sizes of yarn	Compare the construction of different fabrics that have variations in fiber, yarn, and weaving.
Techniques for Working with Woven Fabrics --Select a pattern closest to one's size and type. --Select fabric from list of suggestions on back of pattern envelope. --Test different types of interfacing with woven fabric. --Match thread with type of fabric. --Use sharp pins and needles for sewing. --Pre-shrink fabric, notions, and interfacing.	Using a selected activity demonstrate technique to use with woven fabrics.

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III-015

TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Knitted (Selection, Sewing)

OBJECTIVES *Given examples of patterns suitable for knit and samples of fabrics, the student will be able to select knit fabrics suitable for the chosen pattern.*

After observing a demonstration on laying the pattern, cutting and marking on knit, the student will be able to recognize procedures to use with knits in laying the pattern, cutting, and marking a garment.

Using information gained from the study of sewing with knits, the student will be able to use good construction techniques in sewing on knits.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting Knits	
--Choose fabric that is on grain.	
--Texture and design of the fabric should be suitable for the type of garment selected.	
--Cut all pieces with the top of the pattern lying in the same direction.	
--Check the stretchability of the fabric.	
--Check recovery from stitch.	
Sewing with Knits	
--Use a pattern that was designed for knits.	
--Layout the fabric without stretching.	
--Use special ball-point pins and needle to prevent hole cutting along the seams.	
--Use special stretchable thread of filament polyester wrapped with mercerized cotton.	
--Stretch seams as you sew.	
--Tape shoulder and armseye to prevent stretch during wear.	
--Use a stay under buttonholes to prevent stretch.	
--Avoid use of hem tape.	

--Use LOOSE hemming stitches. --Pressing sample test .Avoid high temperatures. .Avoid stretching fabric.	

RESOURCES

Textbooks

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TEXTILES

TOPIC FABRIC FINISHES

SUB-TOPIC Aesthetic and Functional Finishes

OBJECTIVES Given information on fabric finishes, the student will be able to name and illustrate the various kinds of fabric finishes applied to fabrics.

Using information gained from the study of finishes suitable for fabrics, the student will be able to cite reasons for different finishes being applied to fabrics.

Following the study of fabric finishes, the student will be able to identify the importance of special fabric finishes for the consumer.

CONTENT	STUDENT LEARNING ACTIVITIES
Fabric Finishes --Special materials or substances added to fabric after it leaves the loom or knitting machine to improve the appearance, feel, or performance of the fabric	Explain the phrase "fabric finishes" in own words.
Purposes of Fabric Finishes --Improve fabric performance --Enhance aesthetic appeal	Discuss the purposes of fabric finishes.
Types of Fabric Finishes --Nondurable--finishes that can be removed in the first few washings or dry cleanings --Durable--finishes that last for much of the wear-life of the garment or fabric	
--Permanent finishes--finishes that last as long as the fabric does	View the filmstrip "It's All in the Finish."
Identifying Fabric Finishes --Reading labels and hangtags on garments --Printed information on bolts of fabric --Information on the selvage of the fabric	Collect hangtags that provide information on finishes applied to fabrics. Analyze information for --properties of the finish --type of finish --special care in wear and cleaning

Classification of Fabric Finishes

- --Aesthetic finishes
  - .Treatments which prepare a fabric for consumer use by making the fabric more attractive and giving it some characteristic appearance.
- --Vocabulary
  - .Calendering
  - .Mercerizing
  - .Napping
  - .Sizing
  - .Flocking
  - .Bleaching
  - .Embossing
  - .Sanforizing
  - .Tentering
  - .Weighting
- --Functional finshes
  - .Finishes applied to fabric to change properties of the fabric and change the surface appearance of the fabric

Kinds of Functional Finishes

- --Durable press
  - .Resin treatment finish which sheds wrinkles after wearing or washing
  - .Recovers original shape with little pressing
  - .Does not hold a pressed edge
  - .Must be top-stitched flat
  - .Tradenames
    - -Dan-Press
    - -Ever-Press
    - -Koratron
    - -Sta-Prest
    - -Never-Press
    - -Penn-Prest
    - -Perma-Prest
    - -Vanopress
  - .Care
    - -Avoid chlorine bleach.
    - -Avoid too hot wash water and drying which may set wrinkles in clothes.
    - -Remove clothes from the dryer and hang to eliminate wrinkles.
    - -Tumble clothes with a damp towel to shed wrinkles.
    - -Launder clothes wrong side out to reduce abrasion on edges and creases.
- --Soil release
  - .Finish which allows easy removal of stain or dirt

Define and explain the phrase aesthetic finishes.

Prepare a chart for the finishes giving the definition, function of the finish, procedures used to apply the finish, and examples in fabrics.

Identify ways that a functional finish can change the fabric.

Prepare a bulletin board of fabric samples with aesthetic finishes and functional finishes to familiarize students with different types of finishes.

View finish labels; prepare a list of brand names which identify the durable press finish.

.Counteracts the tendency of synthetic fibers to attract dirt and oily stains

.Uses
- -Increases the anti-static properties of the fabric
- -Increases the "wetability" of the fiber or minimizes the soiling
- -Are durable but gradually wash away

.Tradenames

-Scotchgard	-Zepel
-Come clean	-Soilex
-Perma-clean	-4-It
-Wash-ease	-Visa

Water-Repellent or Water Resistant

--Fibers are coated with waxes or substances that resist the absorption of liquids.

--Air can penetrate the spaces between yarns but liquids bead on the surface.

Fire Retardant

--Chemical finish added to resist the spread of flames

--Available in children's sleepwear, carpets, mattresses, etc.

--Must meet strict government standards

--Finishes

.Apex	.Banfire
.Firegard	.First aid
.Proban	.Pyropel
.Pyroset	

--Care

.To maintain finish avoid hard water, non-phosphate detergents, soaps, chlorine bleach, fabric softeners, and commercial laundries.

Moth Proofing Finishes

--Wools chemically treated during dyeing to deter moths and other insects

--Mothproof finishes

.Eulan	.Larvex
.Lanoc CN	.Crestocide
.Hartocide	.Mitin

Collect fabric samples that are water-repellent. Place a drop of water or oil on each. Note effect of liquid on the sample.

Cut a sample of cotton fabric in half. Make a temporary finish using $1\frac{1}{2}$ oz. boric acid, $3\frac{1}{2}$ oz. borax, and 1 quart warm water.

Immerse one sample in solution and let dry. Observe and note difference between the treated sample and the untreated sample of cotton fabric.

--Care
- .Keep clothes and household textiles clean and store with a moth preventative.
- .Place in tightly closed area
- .Use crystals or spray as directed.

Mildew Resistant

--Retards growth of bacteria and fungi which may develop in high humidity or in presence of sizing and starch.

Antibacterial Finishes

--Chemical added to retard bacterial growth caused by perspiration or mildew and to guard against the spread of disease and infection.

--Uses
- .Reduce athlete's foot infection
- .Minimize diaper rash
- .Eliminate mildew odors

--Tradenames
- .Sanigard
- .Sanitize
- .Vita-fresh

--Care
- .Chlorine bleach may remove finish.
- .Treat fabric with an antibacterial laundry product.

Antistatic Finishes

--Addition of chemicals to the manmade fibers before they are spun
- .Tradenames
  - -Crepeset
  - -Fybrite or polyester
  - -Zepel
  - -Stanox
  - -Permostat
  - -Cling Free
  - -Resitat

--Care
- .Fabric softeners such as Downy, NuSoft, StaPuf added to the rinse water
- .Sheets (Bounce and Cling Free) added to clothes in the dryer

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 284-285.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC SHOPPING FOR CLOTHING

SUB-TOPIC Quality Indicators

OBJECTIVES *Following a discussion on quality indicators in clothing, the student will be able to identify quality features on selected garments.*

Upon completion of the study on shopping techniques, the student will be able to make decisions about buying quality clothing.

After evaluating purchased clothing, the student will be able to appraise the workmanship of selected clothing.

CONTENT	STUDENT LEARNING ACTIVITIES
Quality in Clothing --Characteristics which give a garment the ability to perform the functions for which it is purchased	
Characteristics of Good Quality --Good construction --Fit/line --Fabric --Style --Finishing --Color --Durability --Shrinkage control --Popularity --Safety	Discuss the topic, "Quality versus Quantity." Prepare a debate. One side argues that it always pays to buy the best quality. The other side argues that is is wise to pay as little as possible for clothing.
Importance of Workmanship in Clothing --Wear well --Minimum of upkeep and few repairs --Fit properly --Hang correctly --Wear comfortably	List guidelines for determining workmanship and construction of clothing.
Quality Checklist for Clothing --Garment cut so that the grainline is straight --Seams stitched straight with	Examine examples of garment including some with flaws. Determine the problems. Indicate whether a flaw is major or minor

adequate seam allowance
- Fasteners stitched securely in proper place
- Lining has firm weave, requires same care as the garment, and moves easily over other clothing
- Hem at least 2 inches deep, even, and finished

Developing Shopping Techniques
- Plan for clothing needs.
- Establish price awareness.
- Follow a spending plan.
- Read and interpret labels and hang tags.
- Compare prices, value, and service.
- Select best quality for items worn often.
- Ensure that there is good workmanship in clothing.

and suggest ways to correct the problem. Bring articles of clothing from home to demonstrate how to assess construction.

Assemble a good cross section of fabrics, styles, prices, and imported clothing.

List construction techniques associated with better quality clothing.

Discuss seasonal purchasing power.

Collect labels. Note fiber content, care requirements, and expected wear.

Role play a situation in which a salesperson applies pressure to a customer. Explain effect of pressure on the customer's decision to buy.

Write a skit on clothes shopping and present to a selected audience.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 290-295.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC SHOPPING FOR CLOTHING

SUB-TOPIC Comparison Shopping

OBJECTIVES *After reading selected references on comparison shopping, the student will be able to define and explain the term "comparison shopping."*

Following a review of sources related to comparison shopping, the student will be able to determine the best sources for the consumer to use in comparison shopping.

Given essential information on comparison shopping, the student will be able to use good shopping techniques when clothing is purchased for individual family members.

CONTENT	STUDENT LEARNING ACTIVITIES
Comparison Shopping --Compare prices and qualities of clothing in several stores	Read selected references on comparison shopping. Define term and share shopping information with class.
Values of Comparison Shopping --Current price quote --General idea of goods available	Discuss the value of comparison shopping in relation to the importance of the purchase.
Sources of Pre-Shopping Information --Newspaper and magazine advertisements --Television commercials --Radio advertising --Mail order catalogs --Catalogs	Study the various sources available to the consumer that include information on shopping.
Comparison Shopping --Sales --Irregulars --Store brands --Types of stores --Floor samples --Bargains	Discuss various methods of comparison shopping. Give examples of comparative shopping using .Consumer guides .Shopping in different types of stores
Points to Consider in Comparative Shopping --Prices --Styles --Brand names --Garment labels	Determine information needed for comparison shopping. Select an item in clothing in a wardrobe. Compare cost of clothing article at local stores.

--Quality --Care requirements --Store services --Type of shopping outlet --Appearance	Analyze prices and decide on best value. Discuss value of comparison shopping in relation to the points listed.
Negative Aspects of Comparison Shopping --Use of time --Real cost --Travel costs	
Achieving Skills in Comparison Shopping --Compare and interpret labels. --Selecting suitable designs, fit, and colors. --Compare and interpret prices.	Compare the prices of several items of clothing at different stores. Do the prices differ from one place to another? Why or why not?

RESOURCES

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ECONOMIC ASPECTS OF CLOTHING

TOPIC ACCEPTING CONSUMER RESPONSIBILITIES

SUB-TOPIC Complaints

OBJECTIVE *Using specific case studies on poor performance of clothing selection, the student will be able to communicate with the proper agency about complaints for defective clothing performance.*

CONTENT	STUDENT LEARNING ACTIVITIES
Guidelines to Reduce Consumer Complaints --Avoid buying goods and services on impulse. --Deal with reputable business people. --Read labels and instruction sheets carefully. --Check the warranty or guarantee. --Check the merchandise carefully before leaving the store. --Sign a contract only when it is thoroughly clear in content and meaning. --Be aware of consumer legislation.	Read printed resources available. Contact the Cooperative Extension office for current bulletins on consumer aids.
Reporting Complaints --Involve the supervisor of the department. --Address the store manager. --When necessary, contact outside agencies, i.e. Better Business Bureau or Consumer Protection Agency.	
Reasons for Filing Complaints --Money loss --Rude salespeople --Late deliveries --Incorrect labels --Deceptive advertising --Outright gyps --Defective product	Relate stories of dissatisfaction with a garment in filing complaints. Prepare a complaint letter for some item received from a local store.

Points to Follow in Filing a Written Complaint --Explain where and when the product was bought. --Describe what was expected of the product. --Describe fault of the product. --Identify what is expected as an adjustment for the product. --Include the product in question. --Include the sales slip and tag from the product. --Keep copy of your letter and any other possible items included. --Close with name, telephone number. --Be courteous, yet firm.	Select best complaint letter for product purchased. Observe the action that follows as each step is taken.

RESOURCES

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ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPIC Alteration of Ready-To-Wear
Upgrading the quality of ready-to-wear
Altering ready-made garments

OBJECTIVES *Provided with a list of vocabulary words and related examples of use associated with altering garments, the student will be able to define the term and relate the position of application.*

Given examples of the common kinds of garment alterations, the student will be able to determine alteration of a garment.

With actual garments and information for determining quality of fabric, construction, and findings, the student will be able to evaluate the feasibility of altering a garment.

Provided with illustrations of ways to improve the appearance of a garment, the student will be able to plan and apply enhancements.

Having an actual garment to alter, the student will be able to perform a planned alteration.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Alter --Darts --Alteration --Grainline --Hem width --Fabric --Seam width --Wear marks	Provide illustrations to accompany vocabulary list. Define words and write related places of application.
Reasons for Altering a Ready-Made Garment --Improve comfort --Improve appearance --Reasonable price for garment --Care for individual fitting problems	List and briefly discuss reasons why one might alter a ready-made garment.
Factors to Consider Before Altering a Ready-Made Garment --Construction details --Fabric	Display examples of ready-made garments that cannot be easily altered. Determine the difficulty of alteration.
Common Kinds of Alteration to Make in a Garment --Hems .Shorten or lengthen	Locate a garment needing a common alteration.

skirt/pants --Adjust waist sizes --Dart .Widths and lengths	Visit the alteration department of a local store. Prepare a list of common alterations recommended by the personnel and report findings to the class. Use garment for an evaluative study as well as for the actual alteration, if applicable.
Points to Review for Quality Construction in a Garment --Fabric content --Weave and finish of fabric --Seam width and finish --Hem width and finishing --Top-stitching --Collar, cuff finishes --Application of trims --Button, trims, belt	Display examples of ready-made garments in low, medium, and high price ranges. Determine quality of each in three categories: fabric, construction processes, and findings.
Enhancing or Up-Grading the Quality of a Garment --Trimming threads --Straightening hem line --Re-hemming and pressing --Changing buttons or belt --Adding a trim, applique, or piping --Top stitching a collar or cuffs --Hand stitching buttonholes --Steam pressing	Display garments that have been improved in appearance. Investigate the possibility of using alteration skills for personal income/employment.
Altering a Garment --Determine area(s) needing alteration. --Plan steps and procedures for making alteration accordingly. --Determine equipment and supplies needed.	Alter a garment according to the evaluation of need, process, and economic or aesthetic value.
Evaluating Alterations --Pride of accomplishment --Economic benefit --Enrichment of wardrobe	Investigate the cost of common alterations made by a dressmaker or tailor. Read selected reference materials. Write a summary of one reading on alterations.
	Compile individual reference file for extending clothing resources. Evaluate organization and content. Set up a display (hall case or show window) to illustrate ways to alter garments and/or extend wardrobe.

Invite an alteration expert from a local retail store and discuss a career in a chosen area.

RESOURCES

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CLOTHING CARE

TOPIC HOME LAUNDERING

SUB-TOPIC Stain Removal

OBJECTIVES

Using information gained from the study of stain removal, the student will be able to explain the general rules for removing stains from a given fabric.

Given samples of stain removal agents, the student will be able to classify stains and relate the stain removal agent needed to the type of stain.

Given examples of stain removal products, the student will be able to summarize the advantages and disadvantages of using different products for removing stains from fibers and fabrics.

Using ideas gained from study of chlorine and powdered bleach, the student will be able to select and use the proper bleach for the selected fabric.

Given different types of stains on fabrics, the student will be albe to remove various types of stains from different fabrics.

CONTENT	STUDENT LEARNING ACTIVITIES
Categories of Stains --Water-based stains .Wet process (detergent and water) to remove stain --Oil-based stains .dry process (solvent or spot remover) to remove stain	Identify common stains and ways of removing the stain. Stain fabric samples that will require use of the wet process and some that will require the dry process. Treat appropriately for stain removal.
Information Needed Prior to Removing a Stain --Type of stain --Fiber content --Available cleaning agents --Treatment recommended for specific stain and fabric	Bring in clothing or prepare various samples of fabrics with stains. Identify fiber and stain. Determine method and materials to use on those identified.
Stain Removal Principles --Treat stains as soon as possible. --Learn correct procedures to use. --Repeat stain removal procedure several times.	Prepare a display on stain removal showing proper procedures to use.

Methods of Stain Removal

- --Soaking in water for a washable garment
- --Detergent spread over the stained area
- --Bleaches added to wash water according to manufacturer's directions
- --Solvents used to remove greasy stains prior to placing into water

General Guidelines for Removing Stains

- --Identify the stain.
- --Treat stain as soon as possible.
- --Select method of stain removal that will be safe for fabric and user.
- --Mark location of the stain
- --Use the gentler methods first.

Method of Making Stains Permanent in Fabric

- --Delayed treatment of stain
- --Using hot water
- --Laundering fabric before pretreating stain
- --Using wrong cleaner

Removing Stains--Wet Process

- --Examples of stains
  - .Catsup
  - .Coffee, tea
  - .Grass
  - .Wine
  - .Mustard
  - .Urine
  - .Chocolate
  - .Ice cream
  - .Leather dye
  - .Milk
  - .Washable ink
  - .Soft drinks
  - .Blood

Removing Stains--Dry Process

- --Examples of stains
  - .Candle wax
  - .Ballpoint ink
  - .Makeup
  - .Oil and grease
  - .Road oil and tar
  - .Printer's ink
  - .Wax shoe polish
  - .Typewriter ribbon
- --Removal
  - .Soak stain in warm sudsy or cold water.
  - .Scrub the stain.
  - .Rinse stain thoroughly.

Briefly discuss the principles of successfully removing stains from fabrics.

List precautions to observe when using stain removal products on different fabrics and discuss the results of not observing these precautions.

Discuss safety precautions given on the labels of stain removal supplies.

List the general steps for removing stains.

Collect samples of fabrics with a variety of stains. Test stains using name brand products and common household chemicals. Compare cost and effectiveness of the different products.

- --Removal
  - .Place white paper towel under stained area.
  - .Saturate stain area with fluid.
  - .Rub stain lightly with fingertips.
  - .Remove towel.
  - .Wipe on outside edges of the spotted area using a piece of cheese cloth moistened with cleaning fluid.
  - .Allow fabric to dry.

Bleaches

- --Chemical products
  - .Remove dirt and stains
  - .Make fabrics whiter
  - .Provide disinfectant action

Types of Laundry Bleaches

- --Chlorine bleaches
  - .Sold in liquid form
  - .Less expensive
  - .Used for natural and synthetic fibers
- --Oxygen bleaches
  - .Sold in powdered form
  - .Not as strong as chlorine bleaches
  - .Used for manufactured fiber

Forms of Bleaches Available on the Market

- --Powder
- --Liquid
- --Tablet

Using Bleach in the Laundry

- --Read instructions before using.
- --Add to wash water.
- --Use only on types of fibers recommended by manufacturer.

Compare the cost of the different types of bleaches.

Collect fabric samples. Place one drop of each type of bleach on samples. Note the effect of bleach on the samples.

Prepare an exhibit showing the various forms for bleaches and types of fibers for which each is suitable.

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Textbooks

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CAREERS IN CLOTHING AND TEXTILES

TOPIC JOB ACQUISITION SKILLS

SUB-TOPIC Competencies, Job Preparation, Training

OBJECTIVES *Given information on careers in clothing and textiles, the student will be able to describe general competencies or skills needed for those jobs.*

After listening to a presentation by a clothing store manager, the student will be able to determine the job preparation tasks essential to a clothing business.

Upon completion of the study on job acquisition skills, the student will be able to identify and demonstrate the procedure for seeking/securing a career in clothing and textiles.

Following a review of training programs offered, the student will be able to analyze specific programs for specified career options.

CONTENT	STUDENT LEARNING ACTIVITIES
Competencies Required for Clothing and Textile Jobs --Principles of design --Clothing selection --Knowledge of textiles --Abilities in clothes buying, alteration, and construction --Care for clothing	Compile a list of jobs and careers in clothing and textiles. Select a specific job in clothing and textiles and determine competencies needed for the job. Illustrate competencies needed for a specified career option via bulletin board or other visual.
Preparation for a Job --Adequate education --Personality development --Good health habits	Invite the manager of a clothing business to explain the employer's expectations of employees.
Job Acquisition Skills --Employment opportunities --Career decisions --Personal data information --Resumé --Applications --Letter of employment --Job interview --Personal appearance --Do's and don't's --Communication --Interpersonal skills	Determine job preparation tasks essential to the clothing business. Visit a local employer to discuss the preparations necessary for a specific job. Collect newspaper advertisements of jobs related to clothing and textiles. Discuss preparations needed for entry into clothing and textile careers. Prepare a resumé. Key it to the job market.

	Participate in practice job interviews.
Locating a Job --School placement offices --Advertised positions --Public employment agencies --Private employment agencies --Professional and technical associations --Apprenticeship programs --Vocational training programs	Read resources on do's and don't's in developing job acquisition skills. Compile a list for display and reference. Write a letter seeking employment for a specific clothing or textile job. Survey agencies for employment opportunities.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEWING EQUIPMENT

SUB-TOPIC Selection of Large Equipment (Sewing Machine)

OBJECTIVES *Given resources to study, the student will be able to compare model, style, and features of sewing machines.*

Using information gained from the study of sewing machines, the student will be able to select a sewing machine for use according to personal need and budget.

CONTENT	STUDENT LEARNING ACTIVITIES
Selection of a Sewing Machine --Purposes --Kind (used or new) --Model --Budget --Space --Total cost --Service agreements and guarantees	Visit local stores or check store catalogs to find out what kinds of sewing machines are sold in the local area. Compile a reference file on the the sewing machine and other personal selections of large equipment.
Categories of Sewing Machines --Straight --Basic zigzag --Cann zigzag --Tri-motion zigzag	Compare the uses and price of the different models and/or categories of sewing machines.
Styles of Sewing Machines --Flat bed or open arm --A sewing machine for disabled persons --Cabinet or portable machine --Machine or attachment buttonhole --Speed control: foot pedal or knee lever	Invite a sewing machine representative to stress the types of sewing machines available and qualities to look for in buying a machine.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEWING EQUIPMENT

SUB-TOPIC Care of Large Equipment (Sewing Machine)

OBJECTIVES Given specific directions the student will be able to demonstrate the procedure for cleaning and oiling the sewing machine.

Following a study of thread and needle selection, the student will be able to select a sewing machine needle and thread for a specific machine and fabric.

Given examples of machine stitching, the student will be able to determine accuracy of tension for a given fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Care Considerations of Sewing Machines --Safety --Instructions --Cleaning --Oiling --Simple problems --Maintenance plan	Demonstrate correct procedure for cleaning and oiling different parts of the sewing machine.
Needle and Thread Size Depends on Use --Fabric weights and types --Fabric composition --Availability of machine needles --Course to fine size thread --Long to short stitch lengths	Study a chart on the combination of needle, thread, and fabrics. Do test runs using varying needles, threads, and fabrics. Analyze results.
Perfect Stitches --The tension on the upper thread must be equal to that on the bobbin.	Demonstrate how to use the tension regulator.
To Achieve Perfect Stitches --Use the tension regulator for upper thread tension. --Use thumb screw for tension on bobbin.	
--Adjust stitch length regulator. --Adjust stitch width regulator.	Demonstrate adjustments of the stitch regulator.

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Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC	SEWING EQUIPMENT
SUB-TOPIC	Sewing Notions
OBJECTIVES	*After reading selected references, the student will be able to define and/or explain sewing notions.* *Using information gained from a visit to the notions department of a store, the student will be able to identify and give use or function of selected sewing notions.* *Given specific pattern and fabric samples, the student will be able to select suitable notions for the selected fabric and pattern.* *Upon the completion of reference readings on sewing notions, the student will be able to determine guidelines to use in selecting notions for specific activities.*

CONTENT	STUDENT LEARNING ACTIVITIES
Sewing Notions --Items needed to complete or enhance another item as in clothing construction	Research the development of selected notions.
Basic Sewing Notions --Thread --Fasteners .Zippers .Hooks and eyes .Snaps .Frogs .Buttons --Binders .Tape .Bias fabric --Extras .Patches .Appliques .Laces .Padding .Braid .Belting .Belt buckles .Eyelets .Snap grippers	Collect notions and arrange in a display. Label items with name, use, and function. Visit the notion department in a store. Find out uses and purposes of items on display.

Selection of Notions for a Specific Purpose --Color coordinated to fabric --Size of item related to garment size --Fiber content of notion compatable with fiber content of fabric --Weight of fabric	Demonstrate selection of notions for use with a specific fabric. Describe factors to consider when selecting notions for a new pattern or for recycling an older item.
Guidelines for Selecting Notions --Buy notions when you purchase pattern and fabric. --Consider care requirements the same for notions as for fabric. --Select button size in proportion to area in which placed. --Follow suggestions given with patterns. --Select buttons to serve as accent or enhancement of the garment. --Select thread color a shade darker than garment fabric or predominant hue in fabric.	Design a bulletin board using two or three patterns, fabric scraps, and appropriate suitable notions. Discuss guidelines to follow in selecting notions for a specific project.
Types of Thread Available --Mercerized cotton --Plain cotton --Heavy duty cotton --Silk thread --Polyester thread (dual-duty) --Buttonhole twist	Survey types of thread available in local department. Identify threads available for use on projects.
Selection of Thread --Same color or slightly darker than fabric --Correct weight for type of fabric --Purpose thread will serve in garment	Show how to select thread for a specific fabric. Select type of thread for use on a certain project.
Types of Zippers --Regular with teeth visible on both sides of the zipper tape --Zipper with covered teeth --Invisible--teeth or coil designed to remain on the garment	Arrange a bulletin board on types of zippers. Determine use for each type of zipper.

Selecting Zippers --Matches the fabric in color and texture --Function served in garment --Design of garment --Fabric weight	Using a specific pattern, select zippers suitable for fabric and pattern selected.
Types of Buttons --Sew-through --Shank --Covered buttons	Observe types of buttons used with different kinds of garments.
Selecting Buttons --Accents for the garment --Correct size for area used --Color coordinated	Select appropriate buttons for specific garment openings.

RESOURCES

Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN PREPARATION, ALTERATION, AND PLACEMENT

SUB-TOPIC Pattern Alterations

OBJECTIVES *Using information on pattern fitting, the student will be able to describe the basic methods for checking the fit of a pattern.*

Using established criteria for measuring pattern pieces, the student will be able to demonstrate how to flat measure pattern pieces.

Given resources to study on pattern ease, the student will be able to determine suitable body ease for different types of garments.

Given resources to study, the student will be able to explain the basic methods of altering a pattern.

Given general procedures on altering a pattern, the student will be able to explain the basic guidelines for altering a commercial pattern.

Using specific body measurements and pattern measurements, the student will be able to determine pattern adjustments for a given situation.

Using supplies and pattern pieces, the student will be able to demonstrate how to alter pattern pieces for specific situations.

CONTENT	LEARNING ACTIVITIES
Reason for Checking Fit of Pattern Checking the fit of a pattern is essential to a good fitting garment	
Factors to Consider in the Selection of a Method to Check Fit of Pattern --Specific problems --Type of garment --Working conditions	
Checking the Fit of Pattern --Comparing measurements--compare individual measurements with the flat measurements of a pattern	Observe a demonstration on methods for checking the fit of a pattern. Check fit of a specific pattern for a specified individual.

--Comparing pattern with a well-fitted garment--compare measurements taken of a garment that fits well with pattern measurements --Holding pattern pieces against the body --Trying on a shell --Making a trial garment of muslin or similarly woven fabric	Design a personal measurement chart and determine amount of alteration needed.
Flat Measure Pattern Pieces --Press pattern to remove wrinkles --Measure on pattern at same location as body measurement --Measure within seam allowance --Double measure for main pattern pieces --Record measurements --Compare with measurement found on envelope and note ease provided.	Demonstrate how to flat measure a pattern. Compare pattern Measurements to body measurements. Determine ease in pattern. Where will alterations be needed? Do same activity with a pattern that will be used for individual project.
Pattern Ease --Extra room needed for free movement --Three to four inches of ease in non-stretchable woven fabrics .Bust, chest --Two inches of ease in hip area needed for sitting down --One inch of ease in waistline --Allow for stretch in knit fabric	Using flat pattern measurements and body measurements, determine proper ease allowance on a variety of types of patterns-- a. blouse b. skirt c. pants d. dress e. shirt f. jacket
Determine Pattern Adjustments --Use flat pattern measurements and body measurements to determine pattern adjustments.	Compare flat pattern and body measurements to determine the areas and amounts of alterations needed.
When to Alter --It is much easier and more accurate to alter a pattern before it is cut. .Alter pattern before cutting	Discuss reasons for making alterations on patterns.
Cutting to Fit --Making alterations in the pattern before the fabric is	Explain the term "cutting to fit."

cut or during the cutting process	
Reasons to Use "Cutting to Fit" Technique --Original pattern lines are retained --Easier to make most alterations during this stage --Simplifies construction of garment --Limits mistakes --Success of the garment is assured in advance	Summarize reasons for using the "cutting to fit" technique. What problems may arise if one does not use this technique?
General Principles of Pattern Alteration --Preserve grain perfection--any adjustment line must be parallel to lengthwise or crosswise grain. --Retain the original outline of the pattern. --Make only one alteration at a time. --Check the effect of pattern alteration on other pattern pieces. --Make sure altered pattern pieces lie flat. --Even-up cutting lines and seam lines on distorted pattern edges. --Avoid changing the shape of the neckline, shoulders, and armhole. --Avoid changing the basic design of the pattern. --Alter center front and back only rarely. --Make pattern alterations where the problem exists. --Consider another pattern size if the needed adjustment is more than two inches.	Read references and discuss general principles of pattern alteration.
Methods of Altering Pattern --On the outer edge--used to either add or subtract ¼ inch or less --Within the pattern at the point of the problem	Describe and demonstrate the two basic methods used to alter patterns.

Disadvantages of Altering Pattern at Outer Edge

- --Restructured cutting lines in curved areas may not be accurate.
- --Pattern proportions may be changed.
- --The problem to be solved may not exist at seam line.
- --If pattern is re-used and unless adjustment is well noted on the pattern, one may forget the alteration.

General Alteration Methods Within a Pattern

- --Fold a pleat to make pattern piece narrower or shorter.
- --Slash and spread to make pattern piece longer or wider.
- --Slash and lap used when the amount removed from the pattern does not go all the way through the pattern piece.

Lengthen and Shorten Pattern Pieces

- --Cut along adjustment line and spread pattern pieces to desired width; insert premeasured tissue and tape.
- --Draw a line parallel to the adjustment line, fold desired amount, and either pin or tape folded edge to the pattern.

Increase and/or Decrease Pattern Width

- --Add one-fourth of the total amount to be added to each side seam. Taper as needed.
- --Trim one-fourth of the total amount to be removed from each side seam. Taper as needed.

Demonstrate on a sample pattern piece how to increase/decrease pattern width.

Changing Positions of Parts

- --Draw a large rectangle around the bustline dart. Slash the

Discuss procedures for changing positions of a dart on a specific pattern piece.

rectangle and raise or lower the dart the amount needed. --For princess style garments draw a line across the pattern at the widest part of the bust curve and at a corresponding point on the front pattern piece. Slash and add or fold and pin to raise or lower the bust curve.	Show how to change the position of a dart on a specific sample pattern. Determine pattern alterations needed for selected pattern. Make needed alterations on specific pattern.
Why Alter Before Cutting Altering a pattern before you cut into the fabric can save a lot of trouble and help you make garments that fit.	

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC INTERFACINGS

SUB-TOPIC Function, Types, Selection

OBJECTIVES *Given resources to study, the student will be able to identify types of interfacing and give purposes for its use in certain areas in construction.*

After viewing garments with interfacing, the student will be able to determine areas that need to be interfaced.

Given examples of interfacing, the student will be able to identify and describe the characteristics of a woven and nonwoven interfacing.

Given advantages and disadvantages of different types of interfacing, the student will be able to determine interfacing to use for a specific garment fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Interfacing --Layer of fabric placed between the outer fabric of a garment and facing	Define interfacing.
Purposes of Interfacing --Add shape to specific areas of garment --Support details of styling	Discuss reasons for using interfacing.
--Add firmness and body to outer fabric --Keep loosely woven fabrics from stretching or sagging --Cushion bulky seams and hems --Add strength	Show garments made without interfacings in contrast to garments using interfacing.
Garment Areas that Use Interfacings --Collars --Cuffs --Necklines --Pockets --Buttons and buttonholes --Belts --Waistbands	Using a sample garment show where interfacings may be used.

Types of Interfacing --Woven --Nonwoven --Fusible	Study samples of interfacing fabrics.
Characteristics of Various Types of Interfacings --Woven .Lengthwise and crosswise grain .Cut on same grain as outer fabric --Nonwoven .Web of fibers bonded together .Lacks a grainline .Retains shape .Wrinkle resistant .Does not fray --Fusible .Woven .Nonwoven .Knit constructions .Applied to outer fabric -Heat -Moisture -Pressure	Make a poster with different types of interfacing and list the advantages of each type. On a field trip to a fabric shop, view the types of interfacing to use for various types of fabrics. Design checklist for selecting interfacings. Take it to a store and use when selecting interfacing for a project.
Determining Choice of Interfacing --Fashion fabric --Desired support	
Buying Interfacing Fabrics --Width --Color --Fiber content --Fabric construction --Finish --Weight --Laundering qualities	Summarize factors to consider in choosing interfacing.
Apparel Fabric for Interfacing --Advantages .Wide range of weights .Wide range of colors .Varying degrees of stiffness and flexibility .Variety in thread count --Disadvantages .Can crease or wrinkle .May need ironing	List advantages and disadvantages of using apparel fabric, nonwovens, special woven fabrics, and fusible interfacings. Select appropriate interfacing fabric for a specific project. Give reasons for selection.
Nonwovens for Interfacing --Advantages .No grainline	Prepare a bulletin board showing different types of interfacing to use with various fabrics.

- .Can cut to advantage
- --Disadvantages
  - .Difficult to shape
  - .Limited colors
  - .Hard to remove puckers and creases

Fusible for Interfacing

- --Advantages
  - .Good for special effects in small areas
- --Disadvantages
  - .Adhesive backing may not hold
  - .Expensive
  - .Add stiffness

Fabrics woven Especially for Interfacing

- --Advantages
  - .Wide range of weights
  - .Varying degrees of stiffness and flexibility
- --Disadvantages
  - .Limited colors
  - .Shrinking needed
  - .Off-grain

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 259, 356.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC INTERFACINGS

SUB-TOPIC Cutting, Application, Evaluation

OBJECTIVES After a study of selected resources, the student will be able to summarize cutting tips for interfacings.

Using materials and equipment, the student will be able to show how to cut interfacing for a specific project.

After observing a demonstration using a fabric sample and one or more types of interfacing, the student will be able to apply one type of interfacing to a specific project.

Using established criteria, the student will be able to evaluate the application of an interfacing section for a specific area.

CONTENT	STUDENT LEARNING ACTIVITIES
Cutting Tips for Interfacing --Use pattern pieces designed for interfacing. --Use facing or garment piece. --Cut on bias for undercollars and hems.	
Method of Applying Interfacing --Stitching .Join pieces of interfacing. .Trim the points from interfacing corners. --Press-on .Attach by bonding with heat of iron.	Demonstrate methods used to attach interfacing to a garment. Determine method to use in applying interfacing to a project.
Principles of Applying Interfacing --Altered garment piece requires identical alteration of corresponding interfacing. --Overlap interfacing seam allowances and trim to reduce bulk. --Trim and grade seam allowances of interfacing. --Slash the center line, lap the stitching lines, and stitch darts.	Discuss principles of applying interfacing for specific problems.

--Cut the corner of a pointed collar before attaching the interfacing.	
Applying a Woven Interfacing --Cut interfacing according to pattern directions. --Baste the interfacing to wrong side of seam line. --Trim seam allowance close to stitching.	Apply a woven and/or fusible interfacing to a specific project.
Applying a Fusible Interfacing --Cut interfacing to desired shape and size. --Trim seam allowance and corners. --Place coated side of the interfacing against wrong side of garment. --Press interfacing to the fabric.	
Evaluating an Interfaced Section on a Garment --Gives fashion and silhouette --Is cleaned or laundered as for fashion fabric --Adds strength --Gives support in areas of strain or stretching --Adds firmness and support --Stitches invisible on outside edges --Garment free from excess bulk at point of use	Evaluate the interfaced section of garment according to listed criteria.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC STAY-STITCHING

OBJECTIVES *Given resources to study, the student will be able to define stay-stitching as used in garment construction.*

After reviewing printed materials, the student will be able to explain the purpose of stay-stitching.

Using selected pattern pieces, the student will be able to identify areas that need stay-stitching.

After studying selected references and observing a demonstration, the student will be able to define and explain the functions of stay-stitch plus.

Using garment samples, the student will be able to demonstrate how and where to provide extra stay-stitch or stay-stitch plus.

CONTENT	STUDENT LEARNING ACTIVITIES
Stay-Stitching --Line of regular machine stitching placed through a single layer of fabric seam allowance, ½ inch from the cut edge, around curved edges of garment pieces	Define stay-stitching.
Purposes of Stay-Stitching --Prevent fabric edges from becoming stretched out of shape at corners or very curved areas. --Reinforce an area before clipping. --Retain shape and measurement of pattern.	List and explain the purpose of stay-stitching.
Directional Stitching --Stitching in direction of grain	
Determining Direction for Stay-Stitching --Move your fingers along raw edge of the fabric. .Smooth direction of the grain .Rough threads against the grain	Show how to determine direction of grain on a fabric sample.

--Nic arrows on pattern pointing to grain direction.	
General Rule for Stay-Stitching --Stitch from the wide to the narrow part of the garment.	
How to Stay-Stitch --Regulate machine stitch. --Match thread. --Use regular tension. --Stitch ½ inch from the seam allowance.	Practice stay-stitching on a fabric scrap.
Areas to Stay-Stitch --Armholes --Necklines --Waistlines --Shoulder seams	On specific pattern pieces identify areas that need to be stay-stitched.
Stay-Stitch-Plus --Fabric threads are crowded together during the stitching process to provide extra ease.	Define stay-stitch plus.
Why Use Stay-Stitch Plus --Control fullness in seam --Control fullness in other areas of garment .Sleeve cap .Back shoulder seam .Fitting waistline to waistband .Elbow area of fitted sleeve .Hem edge of flared skirt	Using a garment sample, show where to use stay stitch-plus.
Rules for Stay-Stitch Plus --Press index finger of the right hand against back of the presser foot. --Fabric piles up against the finger while stitching for several inches. --Release the fabric. --Repeat preceding steps until section is completed.	Practice stay-stitch plus on a sample.

RESOURCES

Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FACINGS

SUB-TOPICS Function, Types, Cutting, Constructing, Finishing

OBJECTIVES

After a class discussion on facings, the student will be able to explain the functions of facings used on a garment.

Given resources to study, the student will be able to locate and identify the different types of facings.

Given information on the different types of facings, the student will be able to determine the type of facing construction technique to use on a selected project.

Following a demonstration on constructing a facing, the student will be able to describe the procedure for constructing a facing.

Using available materials and supplies, the student will be able to demonstrate the application of facing to a chosen project.

Given established standards for facings, the student will be able to evaluate the construction and application of facing for a specific situation.

CONTENT	STUDENT LEARNING ACTIVITIES
Facing --Fabric section used to finish a garment edge .Sleeveless armhole .Neckline .Front and back openings .Patch pockets	Define facing. View a finished facing. List characteristics of a well-made facing.
Characteristics of Facings --Sharp, clean, even edge --Smooth, flat surface free of puckers --Invisible on right side of garment --Firm enough to avoid stretching	Display illustrations of different types of facings. Label facing types with correct names. Describe the differences among fitted, extended, and bias facings.
Types of Facings --Fitted .Cut on the same grain .Cut to match the edges of the garment section	

--Extended .Cut in one piece with the garment section .Folded back along the garment edge --Bias .Bias strip of fabric shaped to curve	Match types of facings with their most common uses in garment construction.
Pointers in Cutting Facings --Cut according to pattern instructions. --If no pattern piece is provided for fitted facings, use original pattern, cut along the outside edges and a desirable facing width equal distance from edge of pattern. --Place pattern on fabric for a fitted facing on same grain as garment piece. --Cut bias bindings on true bias. --Pin pattern piece to paper fitting the edge of the pattern to matching folded edge of the paper for an extended facing. .Cut pattern from paper and transfer markings.	
Constructing a Fitted or Extended Facing --Stay-stitch curved edges of facing. --Join facing pieces. --Press seams open. --Finish outer edge to prevent raveling.	View filmstrip and summarize the steps used in constructing different types of facings.
Selecting Finish for Outer Edge of Facing --Weight of fabric --Use of garment --Desired finish --Firmness and weave of fabric	Discuss how finish applied to outer edge will affect garment appearance. Review finishes applied to seam edges.
Clean-Finishing --Turned and stitched for finished edge on raw fabric edges	Select appropriate edge finish for facing.
Where to Clean-Finish --Sleeves --Hems --Facings	Explain reason for using clean-finishing on outer facing edge. View examples of clean-finishing an edge.

How to Clean-Finish --Stitch with regular-length stitches ¼ inch from edge. --Turn the raw edge inside toward the stitching line. --Topstitch close to the folded edge.	Demonstrate clean-finishing an edge.
Steps in Applying Facing --Place right side of the facing to right side of the garment, matching notches and seams. --Stitch outside edges together. --Grade and clip seams, --Understitch facing. --Anchor facing at seams and/or darts.	Demonstrate applying facing to a garment,
Grading --Trimming away part of width of one side (facing) of seam narrower than the other (garment side)	
Other Names for Grading --Layering --Staggering --Leveling --Blending	
Purpose of Grading --Reduce bulk in seam --Prevent blunt edges --Can press seam flat	
Clipping and Notching --Methods of slitting seam allowances in corners or curves for smoothness	
How to Clip --Short cuts into the seam allowance on inside curves	On samples of inside and outside curves show how and where to clip.
How to Notch --Cut tiny wedges from the seam allowance on outward curves	
Understitching --Line of straight stitches applied to facings .Prevent the bottom layer of fabric from rolling out and showing on right side of garment	Explain the purpose of understitching as applied to a facing.

Use of Understitching

- --Facings
  - .Neckline
  - .Armhole
  - .Front
- --Lapels

How to Understitch a Facing

- --Press the clipped and trimmed seam allowance toward the facing.
- --Stitch with a regular length stitch on the facing close to the seam line, through the fabric and seam allowance.

Demonstrate how to understitch and secure a facing.

Securing a Facing in Place

- --Fastened at seams or darts with small hand stitches
- --Stitch-in-the-ditch-stitch
  - .Regular stitch length
  - .Matching thread
  - .Stitched on the right side, in the ridge of the seam, through all thicknesses

Preparing a Bias Facing

- --Finished width ½ to 1 inch
- --Length equal to seam line plus 2 inches

Guidelines for Applying a Bias Facing

- --Fold seam allowances of bias to the wrong side.
- --Press flat with steam iron.
- --Pin bias facing keeping the pressed seam line on the garment seam line.
- --Stitch on seam line.
- --Grade.
- --Clip.
- --Press.
- --Understitch.
- --Pin outer edge in place.
- --Edge facing to inside of garment.

Demonstrate preparing and applying a bias facing to a curved edge.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC COLLARS

SUB-TOPIC Types, Application, Construction, Detachable

OBJECTIVES *Given a set of collars, the student will be able to identify the type of collar and where it may appropriately be used in garment construction.*

Given available resources to study, the student will be able to identify the characteristics of a well-made collar.

Given established criteria, the student will be able to give a complete analysis of collar construction.

Using available supplies and materials, the student will be able to demonstrate the construction of a collar with the degree of acceptable performance determined by an established score card.

Given information on decorative collars, the student will be able to explain the purpose of a detachable collar and to distinguish between the types used on garments.

CONTENT	STUDENT LEARNING ACTIVITIES
Collar --Two fabric layers sewed together --Usually interfaced Parts of a Collar --Upper collar .Top layer --Under collar .Bottom layer --Inner layer .Interfacing	View a collar. Define terms. Identify collar parts.
Types of Collars --Peter Pan Collar .Flat and round --Convertible collar .Pointed ends .Worn over a V-shaped neck --Mandarin collar .Narrow standing collar .1inch to 1½ inches --Tie collar .Fits closely around the neck .Long ties for a bow or knot	Select, mount, and identify pictures containing different collar styles. Determine appropriateness for wearer.

--Turtle neck collar .Wide, bias cut .Standing collar --Sailor collar .Large square collar	
Purposes of Applying a Collar --Finish neck edge --Emphasizes the face --Decorative bodice/blouse	
Characteristics of a Well-Made Collar --Sharp-edge --Well-pressed --Upper collar rolls over seam edge --Flat and smooth --Both sides symmetrical --Top stitching straight --Sharp points	List on the chalkboard characteristics of a well-made collar. Observe collars in class. Evaluate each collar according to selected characteristics.
Constructing a Collar --Attach interfacing to upper collar. --Stitch upper collar to under collar. --Turn and grade seams. --Clip curves. --Press.	Identify steps in constructing a collar. Demonstrate procedure for constructing a collar.
Grading --Trimming one seam edge shorter than the other edge	
Understitching --Row of permanent machine stitching applied to under collar and seam allowances .Function -Preserve the invisible look on the outside	
Applying a Collar --Mark center front or back of collar. --Match and pin center of collar to center of garment. --Match the notches on the permanent neck edge. --Clip neck edge to stitching. --For neck facing, lay facing wrong side up on collar and fit in place. --Pin in place.	Study pattern guide sheet on applying collar to a neck edge. Demonstrate procedures for attaching collar and facing to a garment. Evaluate the attachment of a collar using a specific score card.

--Stitch three layers together. --Clip curves. --Grade seam allowances. --Turn. --Understitch facing and inside collar seam together. --Press.	
Detachable Collars --Temporary attachment --Decorative overlay for garment	Determine purpose of adding a detachable collar to a specific garment.
Types of Detachable Collars --Collar placed on an existing collar --Collar placed inside a collarless neckline	View a detachable collar as used on a commercial garment.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SLEEVES

SUB-TOPICS Vocabulary, Selecting Sleeve Styles

OBJECTIVES *Following a lesson on sleeve styles, the student will be able to summarize factors to consider in selecting a sleeve style for a personal garment.*

Given examples of sleeves, the student will be able to identify sleeve styles used in clothing.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --sleeve --cap --arms eye --sleeve style --sleeve type	
Kinds of Sleeve Styles --Long --Short --In-between	View a film or transparency on sleeve styles. Identify and discuss styles shown.
Factors to Consider in Selecting a Sleeve Style for a Personal Garment --Figure type --Height --Arm length and width --Overall garment design and function --Fabric choice --Sewing experience of the individual --Time and effort one can devote to sleeve construction	Compile a record book with illustrations from pattern books or magazines to identify the different sleeve styles. Prepare a personal selection guide for sleeve styles most appropriate for self.

RESOURCES

Textbooks

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 406-407.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 227.

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Other Resources

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SLEEVES

SUB-TOPICS Types, Fit, Parts

OBJECTIVES *Following a study of resources on sleeves, the student will be able to identify the various types of sleeves used in garment construction.*

After observing a demonstration on ease and fit needed for a sleeve, the student will be able to associate comfort and fit with an attached sleeve.

Using prepared work sheets with sleeve parts, the student will be able to identify parts of a basic sleeve.

CONTENT	STUDENT LEARNING ACTIVITIES
Three Basic Sleeve Styles --Set-in sleeves .Shaped sleeve .Eased or gathered into armhole of garment over the shoulder --Raglan sleeve .Attached to garment in front and back by diagonal seams running from neckline to underarm --Kimono sleeve .Cut as part of garment with shoulder and underarm seam	Identify the specific sleeve type in each illustration. Study sleeve styles and determine sleeve style for each illustration. After visiting the library or a historical costume exhibit, prepare a written report relating a prominent sleeve type to a specified time period.
Name Shapes of Sleeves --Pleated sleeve --Leg-O-Mutton sleeve --Peasant sleeve --Bell sleeve --Bishop sleeve --Lantern sleeve	Using sleeve pattern examples, identify sleeves according to name, shapes, and lengths. Prepare a bulletin board on sleeve styles.
Determining Comfort of a Sleeve --Fit and ease at the upper arm and the elbow	Create a game for sleeve identification and purpose; present to class.
Parts of the Basic Sleeve --Capline --Sleeve cap --Cap seam line --Grain line --Fold line	Draft case studies of armhole and lower sleeve fitting problems. Exchange case studies in class and resolve the problem. Compare and contrast the sleeve types. Consider personal

--Elbow darts
--Notches

Importance of Sleeve Notches
--Keep correct amount of fullness
--Equalize ease in each segment of armhole

preference and compile examples acceptable for self.

Disassemble a garment. Identify the sleeve, its parts, and the type.

Using a pattern identify and give purpose for sleeve markings.

Demonstrate on a sample sleeve how to machine baste between notches and distribute ease.

RESOURCES

Textbooks

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Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 77-78.

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Other Resources

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SLEEVES

SUB-TOPICS Characteristics of Sleeve Types
Construction and Application

OBJECTIVES *Using information gained in class discussions on characteristics of well-made sleeves, the student will be able to evaluate the different sleeve types applied to garments.*

After observing a demonstration on sleeve construction, the student will be able to describe the techniques used to construct a sleeve in a given situation.

Given a sleeve and equipment, the student will be able to apply the sleeve to a specific sample.

CONTENT	STUDENT LEARNING ACTIVITIES
Characteristics of a Well-Made Set-In Sleeve --Sufficient ease in underarm and at the cap --Smooth rounded cap with no pleats or gathers unless they are a fashion feature --Good armhole line resulting from straight stitching and notched seams --Crosswise grain parallel to the floor --Lengthwise grain perpendicular to the floor	Observe the types of set-in sleeves on the resource sheet. List on the chalkboard specific characteristics of a well-made sleeve. Evaluate the construction and application of sleeves according to established criteria.
Constructing a One Piece Set-In Sleeve --Stay-stitch armhole edge of sleeve on seam line using a basting stitch between notches. --Make darts or gathers in elbow area. --Block sleeve hem before joining underarm. --Stitch underarm seam.	Discuss techniques used to construct and attach sleeves. Observe demonstration on steps in constructing the sleeve. Evaluate sleeve attachments in ready-to-wear.

Attaching a One Piece Set-In Sleeve --Match notches. --Press in fullness at cap. --Pin baste sleeve into garment matching notches and shoulder seam of garment to marking at top of sleeve. --Machine stitch with sleeve side up beginning at one of the notches and reinforcing the underarm area where there is stress. --Place armhole seam over a tailor's ham and press seam allowance into the sleeve cap.	Practice constructing and attaching a sleeve.
Classic Kimono Sleeve --Simple sleeve --T-shaped with a large opening	Study information sheet on the kimono sleeve.
Constructing the Kimono Sleeves --Sleeve seam is an extension of the bodice. .Seam must be reinforced. --After underarm seam is stitched, a piece of bias tape is stretched and stitched over the underarm seam -OR- --Firmly woven narrow strip of tape is stitched at curve of underarm seam	Demonstrate construction of a kimono sleeve.
Gusset --Triangular or diamond shaped wedge of bias fabric, sewn into a diagonal slash in the underarm area of the kimono sleeve --Allows a closer fit --Avoids drawing or pulling at the underarm --Lessens ripping of the upper sleeve seam	Demonstrate construction of gusset in a garment.
Raglan Sleeve Design -- Form the kimono sleeve, by extending the sleeveline to the neckline	Study printed material on designs of the raglan sleeve. Select peer partners and quiz each other on the material.

Raglan Sleeve Construction

- --With right sides together, and with notches matched, stitch the sleeve to the front and back of garment.
- --Clip curves so seams lie flat
- --Press seams open.
- --Join the underarm and sleeve in one continuous seam.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC BUTTONHOLES AND BUTTONS

SUB-TOPIC Types, Selection, Application

OBJECTIVES After reading selected references and viewing a selection of buttons, the student will be able to identify the basic types of buttons.

Upon completing a discussion on buttonholes, the student will be able to select the appropriate types of buttonholes and determine correct placement on a specific project.

After observing a demonstration on making a buttonhole and sewing a button, the student will be able to make a buttonhole and sew a button by hand and/or machine.

CONTENT	STUDENT LEARNING ACTIVITIES
Button and Buttonhole --Used on garment openings	Discuss and bring illustrations to class showing the various locations of buttons and buttonholes on garments.
Buttonhole Types --Worked .Hand .Machine --Fabric --Piped --Tailored	Find examples of worked and bound buttonholes and compare the effect they give to the garment. Collect pictures of garments with bound buttonholes.
Considerations for Positioning Buttonholes --Sex of the wearer --Position on garment --Type of garment --Buttonhole in relation to the bust, neckline, and waistline	Discuss and list rules to follow in positioning buttonholes. Show a woman's blouse and a man's shirt to demonstrate differences in placing buttons and buttonholes.
Determining Length and Placement of Buttonholes --Measure diameter of button. --Add measurement of diameter plus thickness of button.	Examine different sizes of buttons. Determine the diameter of various sizes.
Pointers on Buttonholes --Buttonholes are made on the right side of women's garments and on the left side of men's garments. --Buttonholes are made on the horizontal grain and evenly spaced.	

--Horizontal buttonhole extends slightly (1/8") beyond the center front line. --Vertical buttonholes are suitable for use with small spaced buttons.	Determine the width necessary for a specific buttonhole. Demonstrate making of machine buttonholes vertically or horizontally. Make a sample buttonhole.
Piped or Bound Buttonholes --Faced rectangle --Patch --Strip methods	Explain the differences in the various methods of making bound buttonholes. Prepare a sample of one method.
Basic Types of Buttons --Sew-through buttons --Shank buttons	Explain the importance of pressing when making fabric, piped, or bound buttonholes.
General Guidelines for Placing Buttons --Use markings of the pattern. --Make buttonholes on correct side. --Place side with buttonholes over the other side of the garment. --Pin garment sections together. --Mark button placement by inserting a pin through the buttonhole 1/8 inch from the end of a horizontal or vertical buttonhole.	Demonstrate the steps for sewing on the sew-through and the shank button.
Sewing Buttons by Hand --Use a double knotted thread. --Place a pin or toothpick on top of button to provide a shank for the button.	Demonstrate sewing a button with a shank. Prepare a sample to be graded. Demonstrate how to sew a sew-through button.
Sewing Buttons by Machine --Turn stitch length to "0" or set machine for no movement of fabric. --Place button with pin or toothpick on top, under the presser foot. --Set zig-zag width to hit eyes of the button and stitch.	Observe demonstration on sewing buttons by machine.

RESOURCES

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Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 402, 425-427.

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Draper, W. & Bailey, A. *Steps in clothing skills* (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 414-418.

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Jones, J. *Clothing--Your way*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 14, 60, 121.

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Bulletins

Rader, H. & Potter, G. *Basic sewing techniques*. Knoxville, Tenn.: University of Tennessee Agricultural Extension Service, 1976, 55-56.

Sew on your own buttons. Knoxville, Tenn.: The University of Tennessee Cooperative Extension Service, 1966.

LEVEL IV-A - CLOTHING AND TEXTILES SEMESTER COURSE
(nonprerequisite)

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(nonprerequisite)

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SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC FUNCTIONS OF CLOTHING

OBJECTIVE *Given information on the functions of clothing, the student will be able to relate various functions of clothing to the developmental tasks of adolescence.*

CONTENT	STUDENT LEARNING ACTIVITIES
Functions of Clothing --Protection against the elements --Identification of specific roles/status --Modesty --Adornment/body decoration --Satisfaction of personal needs	Analyze contemporary clothing according to function. Research evidence provided by anthropologists and historians to estimate when people began to wear clothes and how clothing was obtained by prehistoric man. Share with the class examples of clothing which meets specific functions. Analyze three theories about why people wear clothes. Show filmstrip or slides depicting functions of clothing. Review Maslow's Needs Hierarchy and relate the functions served by clothing to the various levels of the hierarchy. In buzz groups, relate clothing functions to the adolescent developmental tasks (e.g., assertion of independence from adults, peer group's approval). In groups, select illustrations for the following influences on clothing choice: political events, geography, technological advances.

RESOURCES:

Textbooks

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Filmstrip

Clothing: The visible self--"The clothes we wear." 1976. Butterick Publishing Company, 161 Sixth Ave., New York, N.Y. 10013

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC EFFECTS OF CLOTHING ON THE INDIVIDUAL

OBJECTIVE *Given information on the development of self-concept, the student will be able to describe the influences and effects of clothing on behavior and self-concept.*

CONTENT	STUDENT LEARNING ACTIVITIES
Clothing and Behavior --Clothing may produce specific behaviors .Imitative dress of teachers, stars, or other persons .Sloppy dressing and behaving badly .Dressing for a formal occasion and behaving well	Watch a family-oriented television program and write a summary of the way clothing is used to picture each character's role. Individually analyze one's personal wardrobe. Keep a diary of what is worn at a specific time/activity. Record personal feelings at that time.
Clothing and Self-Concept --A person's clothing reflects self-concept, attitudes toward society and basic needs. .How one feels about one's self or how one is perceived by others is reflected in one's dress. .Acceptance of the values of society is displayed when one conforms to societal standards of dress. .Various movements resist society by wearing unorthodox clothing. .Clothing can reflect a need to belong as well as a need for recognition.	Sponsor a Dress-Up Day at your school and observe the behavior of your classmates. Prepare a bulletin board depicting how teenagers express individuality and conformity through their choice of clothing.

RESOURCES:

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 168-169.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 45-48.

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Paolucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed). New York: Webster Division, McGraw-Hill Book Company, 1978. 11-13.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 42-43.

IV-005

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC IMPRESSIONS CREATED BY CLOTHING

OBJECTIVE *Using illustrations of clothing, the student will be able to identify impressions communicated by one's clothing.*

CONTENT	STUDENT LEARNING ACTIVITIES
Clothing Communicates Impressions --Clothing can communicate impressions about a person's .self-concept .attitude and behavior .occupational role .status and prestige .age and sex .economic status .marital status .organizational membership .emotional message	View film "Clothing Communicates." List reasons people dress as they do. Discuss the relationship of clothing and personality. Select pictures of persons dressed in a variety of ways. Explain "first impression" reactions to each picture. Summarize the type of clothing that could be worn to make a desired first impression for a specific occasion. Make a collage of clothing appropriate for the selected occasion. Interview an employment personnel director regarding significance of job applicants' clothing on employability. Role play dressing for an interview and enacting interview.

RESOURCES:

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 179-186.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 16-21.

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Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 18-23.

Filmstrip

Clothing Communicates. 1973. J. C. Penney Company, Inc. Educational Relations, 1301 Avenue of the Americas, New York, NY 10019.

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC ART PRINCIPLES

SUB-TOPIC Color (Guidelines for Selecting and Combining)

OBJECTIVES *Following a discussion on color application, the student will be able to list the guidelines for selecting colors.*

Given available resources to study, the student will be able to list general guidelines for combining colors.

CONTENT	STUDENT LEARNING ACTIVITIES
Guidelines for Selecting Colors --Compatible to personality --Becoming to hair, eyes, skin, and size --Harmonizing colors --Age factor considered --Activity considered --Appropriateness of climate and seasons of year --Customs incorporated --Temperament evaluated Guidelines for Combining Colors using Basic Color Harmonies --Single tone costume interesting --Gradations of a color--two or more values of one hue --Two or more colors used--follow same pattern in gradations --Simple harmonies best for clothing --Split complements of black and white--striking combinations --Harmonies built around colors most becoming to individual --Use of strongest color in the harmony in smallest amount	Read a reference related to color and the individual. Review principles of design. Experiment with fabric swatches to see the effect of color on the individual. Choose a family member or select a class partner, and using color selection guidelines, select the colors best suited to the individual. Identify reasons for choices. Collect pictures from magazines, catalogs, and pattern booklets of skirts, blouses, shirts, pants, jackets, dresses, sweaters, and slacks. Group these together to show color combinations and clothes for attractive wardrobe components. Show film: "Creating Your Own Image." Hold group discussion to determine taste and values in clothing selection.

RESOURCES:

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 266-267.

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Jones, J. Clothing--Your way. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1977, 21.

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Oppenheim, I. Living today. Peoria, Ill.: Bennett Publishing Company, 1981, 228.

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The new vogue sewing book (Rev. ed.). New York: Butterick Publishing American Can Company, 1980, 8-16.

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Bulletins

Landry, L. Use color, line, design, and texture in clothing. Madison, Wisconsin: University of Wisconsin-Extension Service, 1975.

Rankin, V. Designs for you, part III. Columbia, Missouri: University of Missouri-Columbia Extension Division, 1978.

Filmstrip

Creating your own design: 1976. Wear and care program from Clorox company. Oakland, Calif.

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC ART PRINCIPLES

SUB-TOPIC Lines (Effects)

OBJECTIVES *Using illustrations of various types of lines, the student will be able to describe the general characteristics of lines.*

Given available resources to study, the student will be able to analyze the effect of various lines on specific figure types.

After studying criteria for determining the type of line suitable for a figure. the student will be able to select basic line type for himself or herself.

CONTENT	STUDENT LEARNING ACTIVITIES
General Characteristics of Lines --Create optical illusions by making objects appear taller, wider, shorter, narrower, etc. --Affect the shape of the face --Express emotions	Draw faces on the chalkboard to illustrate how lines on the face can show emotion. Clip pictures or ads which show lines used to express a mood or an emotion.
Effects of Lines on the Figure --Vertical lines .Make one appear taller --Horizontal lines .Add width to the figure .Make a person appear shorter --Curved lines .Suggest softness on a figure --Diagonal lines (depending on the depth of the diagonal) .Usually make one appear slimmer .Lead eyes toward the center of the body --Body form repetition lines .Usually produce a restricting effect	Make a collage illustrating the characteristics of line. View and discuss the filmstrip, "Your Clothes Lines are Showing." Read references and discuss the effects of line on the figure. Show the transparency showing how line spacing affects apparent size. (Appendix D) View garments worn by students. Discuss effects of lines on the figure. Demonstrate with pictures and line drawings the kind and type of line suitable for oneself.
Factors Needed to Determine Individual Line --Full view of self --Personal proportions --Personal figure problem --Lines to create illusions	

--Study proportions and identify problem areas.

--Make decisions concerning lines that create the best illusions for self.

RESOURCES:

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 264,267, 333.

Craig, H. Clothing--A Comprehensive study. New York: J. B. Lippincott Company, 1973, 226-243.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 116-122.

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Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981.

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Landry, L. Use color, line, design, and textiles in clothing. Madison, Wisconsin: University of Wisconsin-Extension, 1975,

Potter, G. Elements and principles of design. Knoxville, Tennessee: The University of Tennessee Cooperative Extension Service, 1976,

PERSONAL APPEARANCE

TOPIC TOTAL LOOK

SUB-TOPIC Function, Selection, and Care of Accessories

OBJECTIVE *Given examples of different types of accessories, the student will be able to discuss the function of each.*

Given selected accessories and supplies, the student will be able to demonstrate how to care for the accessories and how to complement accessories with apparel.

CONTENT	STUDENT LEARNING ACTIVITIES
Accessories for the Wardrobe --Shoes .Function -Protect the feet by keeping them warm, dry, and safe from injury. .Selection -Spend the most money on shoes to be worn daily. -A good fit is a must. -If a female, consider heel height in relation to skirt length. -If a male, consider low heel height only. -Bright and light colors accent the foot and make it appear larger. -The shoe should fit the occasion. .Care -Replace heel caps -Keep shoes clean and polished.	Bring mounted and labeled pictures of shoes suitable for sports, formal dress, and tailored dress. Discuss features that distinguish each category and tell when to wear each. Review the current shoe and boot styles. Prepare a list of tips for buying boots and/or shoes. Demonstrate how to care for boots or shoes. Write a paper on "Why Good Shoe Selection Is Important to my Future."
--Handbags (for females) .Function -"Carry all" for items to be kept handy for different occasions .Selection -Consider width, thickness, length and how to carry the handbag -Keep in proportion to one's	Students bring a favorite handbag to class. Cite the features liked and disliked. Discuss purse size, body shape, and build. Review current fashions in handbags. Compile a list of desirable features for a handbag. Observe a demonstration on cleaning a handbag.

size -Durable, simple lines, and material to harmonize with costume or shoes -Basic colors first essential for handbag wardrobe -Compartments in purse designed for one's needs -Right for the occasion .Care -Wipe leather clean and polish with leather cream for protection. -Wipe vinyls with damp cloth and dry with soft cloth. -Brush fabric to remove dust from creases. -Apply colorless nail polish to maintain a tarnish-free finish on metal parts.	Demonstrate ways to carry and/or use a handbag. Report on costs of purses according to styles and composition. Develop a brochure to assist other individuals when selecting handbags for self or for a gift to another. Prepare a poster depicting different styles of bags suitable for various sizes and body builds.
--Belts .Functions -Hold up a skirt or pants -Gather in a coat or dress -Define the waistline -Cover a waistline seam .Selection -Width worn is influenced by one's size, shape, and proportions -Firm, but flexible -Comfortable and ride the natural waistline -Buckle in the middle hole	Prepare a display of belts. Observe designs and styles of belts. Discuss the type of belt suitable for different body sizes. Review the current belt styles and costs. Compare making belts vs. purchasing belts.
.Care -Use leather cream on leather belts. -Brush suede and fabric belts. -Use a damp cloth on plastic or patent belts. -Wash or dry clean other belts. -Store belts by hanging or rolling. -Never leave hanging in garment loops. -Repair belt eyelets with fabric glue or sew buttonhole stitches to reinforce.	Discuss the care needed for different kinds of belts. Observe a demonstration on belt making.

--Scarves
  .Function
    -Protect the head in cold or rainy weather
    -Protect a coat or jacket from cosmetics
    -Protect the neck from a scratchy collar
    -Add color
    -Add variety
  .Selection
    -The kind of fabric determines the occasion for which it is worn.
    -Size and shape are dependent on use with costume.
    -Check for fabric weave, grain, evenly turned edges and small, neat hemming stitches.
    -If worn near the face, scarf should flatter skin tones, hair, and eyes.
    -Bulky scarves provide the most warmth.
  .Care
    -Follow care instructions for scarf.
--Jewelry
  .Function
    -Accent for a costume
  .Selection
    -Good workmanship
    -Items selected should be in proportion to the figure
    -Use jewelry to enhance good features, skin-tone, or shape of face.
    -Two or more pieces of jewelry worn together should be related in form, texture, or color.
  .Care
--Hosiery and socks
  .Function
    -Enhance legs as a fashion accessory
    -Keep legs and feet warm and/or protected
  .Selection
    -Select hosiery one shade

Research how scarves are used.

Demonstrate how to wear scarves with different garments.

Discuss the effect scarves have on appearance especially in relation to line and color.

Demonstrate how to care for a scarf.

Look through jewelry catalogs and advertisements. Identify current styles.

Prepare a glossary of jewelry terms.

Research basic considerations for purchasing selected jewels and jewelry.

Investigate how jewelry affects the body size and shape.

Identify jewelry to be worn for different occasions and with selected apparel.

Bring pictures depicting ways to store jewelry.

Find and mount illustrations of different styles of hosiery. List use, features, and cost of each style.

Help set up a display on hosiery and/or hosiery packaging.

darker than one's skin tone for most flattering look.
- Measure foot, height, and hips carefully.
- Sheerness is measured by denier and the higher the gauge, the more sheer the hose.

.Care
- Wash in warm suds.
- Rinse.
- Squeeze out excess water in soft towel.
- Shape and hang on smooth rod.

List factors to consider in selecting hosiery and/or socks.

Research how color of hosiery affects the wearer and/or the observer.

RESOURCES

Textbooks

Brinkley, J. & Aletti, A. Altering ready-to-wear fashions. Peoria, Ill.: Chas. A. Bennett Company, 1976, 297-299.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 294-303.

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Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 187-202, 297-298, 258.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 96-98, 127-128, 153-160.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 109-112.

Pamphlets

Accessories. Cooperative Extension Service, Lexington, Ky: University of Kentucky, College of Agriculture

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TEXTILES

TOPIC FIBERS

SUB-TOPIC Characteristics

OBJECTIVES *Given different selected fibers, the student will be able to determine characteristics of the different kinds of fibers.*

Given selected samples and equipment, the student will be able to describe methods used in identifying characteristics of fibers.

CONTENT	STUDENT LEARNING ACTIVITIES
Natural Fibers --Cotton .Absorbent .Strong .Excellent launderability .Dyeability	Display fabric samples and examine characteristics of each sample.
--Linen .Stronger than cotton .Cool .Wrinkles .Absorbent .Crisp	Observe difference in appearance and feel between cotton and linen.
--Wool .Warm .Resilient .Absorbent .Dyes well .Can be made moth and wrinkle resistent	Review characteristics of wool fibers. Report on reasons for using wool for winter clothing.
--Silk .Lustrous .Soft .Luxurious .Drapes well .Dyes to brilliant shades	Collect samples of silk fabrics and/or garments. Display. View differences in appearance. Name popular silk fabrics and identify supply sources.
Natural Manufactured Fibers --Rayon .Lustrous .Economical .Drapes well .Versatile .Launderability	Look through current magazines. Locate examples of clothing that contain a natural manufactured fiber.
--Acetate .Luxurious feel and appearance .Blends well with other manufactured fibers .Resistant to wrinkling .Drapes well	Collect and mount examples of the natural and manufactured fibers.
--Triacetate .Heat set into pleats .Launders easily	Examine samples of triacetate fabrics. Compare with rayon and acetate fabrics giving similarities and differences.

.Resistant to wrinkling	
Synthetic Manufactured fibers --Nylon .Strong .Versatile .Need little or no ironing .Durable .Machine washable	View examples of clothing made of nylon, acrylic, and polyester fibers to observe characteristics. Identify trade names used for nylon fibers.
--Acrylic fibers (Orlon, Acrilan, Creslan, Zefran) .Durable .Lightweight .Wash and wear qualities .Warm .Shape retention	Burn samples of acrylic fibers. Report on results to class. Prepare a display of fabrics made of acrylic fibers.
--Polyester fibers (Dacron Fortrel, Kodel, Vycron) .Functional .Strong .Launder easily .Durable .Wrinkle resistant	Examine polyester fibers under a microscope. Describe characteristics of the fiber. Show and compare samples of polyester fibers and blends with other fibers.
--Modacrylic fibers (S.E.F., Verel) .Warm and soft .Flame resistant .Heavier than acrylics	Compare differences between acrylic fibers and modacrylic fibers. Report findings to class.

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IV-020

TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Woven Fabrics

OBJECTIVES *Given available resources to study, the student will be able to identify woven fabrics.*

Following a discussion on fabric construction, the student will be able to explain what is a woven construction.

Upon completion of the study on woven fabric construction, the student will be able to demonstrate techniques to use with woven fabrics on specific projects.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Warp yarns--grainline --Filling yarns--on-grain --Cloth count--yarn in warp and filling	Unravel a fabric sample. Identify warp and filling yarns. Secure a sample of percale or muslin fabric. Look through a magnifying glass in a ruled area 1 inch square and do a thread count on warp yarns and filling yarns. Prepare a bulletin board or chart picturing samples of fabrics that illustrate the vocabulary terms.
Woven Fabrics --Inserting a crosswise set of yarns at right angles to a lengthwise set of yarns that is held taut	
Method of Weaving Fabrics --Hand woven --Machine woven	Display samples of hand woven fabric and machine woven fabric.
Characteristics of Woven Fabrics --Appearance --Hand --Strength --Dimensional stability --Absorbency --Warmth --Transparency	Read an assignment on woven fabric construction. Collect samples of different fabric weaves. Explain each weave. Bring a woven garment to class and identify and point out characteristics of the woven fabric.

Varying Woven Fabrics --Changes in fiber content in yarns --Variation in the diameter or tightness of twist of the yarn --Different spacings between yarns (number of yarns per inch) --Interlacing of the yarns in different patterns --Sizes of yarn	Compare the construction of different fabrics that have variations in fiber, yarn, and weaving.
Techniques for Working with Woven Fabrics --Select a pattern closest to one's size and type. --Select fabric from list of suggestions on back of pattern envelope. --Test different types of interfacing with woven fabric. --Match thread with type of fabric. --Use sharp pins and needles for sewing. --Pre-shrink fabric, notions, and interfacing.	Using a selected activity demonstrate technique to use with woven fabrics.

RESOURCES

Textbooks

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IV-023

TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Knitted (Selection, Sewing)

OBJECTIVES *Given examples of patterns suitable for knit and samples of fabrics, the student will be able to select knit fabrics suitable for the chosen pattern.*

After observing a demonstration on laying the pattern, cutting and marking on knit, the student will be able to recognize procedures to use with knits in laying the pattern, cutting, and marking a garment.

Using information gained from the study of sewing with knits, the student will be able to use good construction techniques in sewing on knits.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting Knits	
--Choose fabric that is on grain.	
--Texture and design of the fabric should be suitable for the type of garment selected.	
--Cut all pieces with the top of the pattern lying in the same direction.	
--Check the stretchability of the fabric.	
--Check recovery from stitch.	
Sewing with Knits	
--Use a pattern that was designed for knits.	
--Layout the fabric without stretching.	
--Use special ball-point pins and needle to prevent hole cutting along the seams.	
--Use special stretchable thread of filament polyester wrapped with mercerized cotton.	
--Stretch seams as you sew.	
--Tape shoulder and armseye to prevent stretch during wear.	
--Use a stay under buttonholes to prevent stretch.	
--Avoid use of hem tape.	

--Use LOOSE hemming stitches.
--Pressing sample test
.Avoid high temperatures.
.Avoid stretching fabric.

RESOURCES

Textbooks

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TEXTILES

TOPIC FABRIC FINISHES

SUB-TOPIC Aesthetic and Functional Finishes

OBJECTIVES *Given information on fabric finishes, the student will be able to name and illustrate the various kinds of fabric finishes applied to fabrics.*

Using information gained from the study of finishes suitable for fabrics, the student will be able to cite reasons for different finishes being applied to fabrics.

Following the study of fabric finishes, the student will be able to identify the importance of special fabric finishes for the consumer.

CONTENT	STUDENT LEARNING ACTIVITIES
Fabric Finishes --Special materials or substances added to fabric after it leaves the loom or knitting machine to improve the appearance, feel, or performance of the fabric	Explain the phrase "fabric finishes" in own words.
Purposes of Fabric Finishes --Improve fabric performance --Enhance aesthetic appeal	Discuss the purposes of fabric finishes.
Types of Fabric Finishes --Nondurable--finishes that can be removed in the first few washings or dry cleanings --Durable--finishes that last for much of the wear-life of the garment or fabric	
--Permanent finishes--finishes that last as long as the fabric does	View the filmstrip "It's All in the Finish."
Identifying Fabric Finishes --Reading labels and hangtags on garments --Printed information on bolts of fabric --Information on the selvage of the fabric	Collect hangtags that provide information on finishes applied to fabrics. Analyze information for --properties of the finish --type of finish --special care in wear and cleaning

Classification of Fabric Finishes

--Aesthetic finishes

.Treatments which prepare a fabric for consumer use by making the fabric more attractive and giving it some characteristic appearance.

--Vocabulary

.Calendering .Bleaching
.Mercerizing .Embossing
.Napping .Sanforizing
.Sizing .Tentering
.Flocking .Weighting

--Functional finshes

.Finishes applied to fabric to change properties of the fabric and change the surface appearance of the fabric

Kinds of Functional Finishes

--Durable press

.Resin treatment finish which sheds wrinkles after wearing or washing

.Recovers original shape with little pressing

.Does not hold a pressed edge

.Must be top-stitched flat

.Tradenames

-Dan-Press -Never-Press
-Ever-Press -Penn-Prest
-Koratron -Perma-Prest
-Sta-Prest -Vanopress

.Care

-Avoid chlorine bleach.

-Avoid too hot wash water and drying which may set wrinkles in clothes.

-Remove clothes from the dryer and hang to eliminate wrinkles.

-Tumble clothes with a damp towel to shed wrinkles.

-Launder clothes wrong side out to reduce abrasion on edges and creases.

--Soil release

.Finish which allows easy removal of stain or dirt

Define and explain the phrase aesthetic finishes.

Prepare a chart for the finishes giving the definition, function of the finish, procedures used to apply the finish, and examples in fabrics.

Identify ways that a functional finish can change the fabric.

Prepare a bulletin board of fabric samples with aesthetic finishes and functional finishes to familiarize students with different types of finishes.

View finish labels; prepare a list of brand names which identify the durable press finish.

.Counteracts the tendency of synthetic fibers to attract dirt and oily stains
.Uses
-Increases the anti-static properties of the fabric
-Increases the "wetability" of the fiber or minimizes the soiling
-Are durable but gradually wash away
.Tradenames
-Scotchgard
-Come clean
-Perma-clean
-Wash-ease
-Zepel
-Soilex
-4-It
-Visa

Water-Repellent or Water Resistant

--Fibers are coated with waxes or substances that resist the absorption of liquids.
--Air can penetrate the spaces between yarns but liquids bead on the surface.

Fire Retardant

--Chemical finish added to resist the spread of flames
--Available in children's sleepwear, carpets, mattresses, etc.
--Must meet strict government standards
--Finishes
.Apex
.Firegard
.Proban
.Pyroset
.Banfire
.First aid
.Pyropel
--Care
.To maintain finish avoid hard water, non-phosphate detergents, soaps, chlorine bleach, fabric softeners, and commercial laundries.

Moth Proofing Finishes

--Wools chemically treated during dyeing to deter moths and other insects
--Mothproof finishes
.Eulan
.Lanoc CN
.Hartocide
.Larvex
.Crestocide
.Mitin

Collect fabric samples that are water-repellent. Place a drop of water or oil on each. Note effect of liquid on the sample.

Cut a sample of cotton fabric in half. Make a temporary finish using 1½ oz. boric acid, 3½ oz. borax, and 1 quart warm water.

Immerse one sample in solution and let dry. Observe and note difference between the treated sample and the untreated sample of cotton fabric.

- --Care
  - .Keep clothes and household textiles clean and store with a moth preventative.
  - .Place in tightly closed area
  - .Use crystals or spray as directed.

Mildew Resistant

- --Retards growth of bacteria and fungi which may develop in high humidity or in presence of sizing and starch.

Antibacterial Finishes

- --Chemical added to retard bacterial growth caused by perspiration or mildew and to guard against the spread of disease and infection.
- --Uses
  - .Reduce athlete's foot infection
  - .Minimize diaper rash
  - .Eliminate mildew odors
- --Tradenames
  - .Sanigard
  - .Sanitize
  - .Vita-fresh
- --Care
  - .Chlorine bleach may remove finish.
  - .Treat fabric with an antibacterial laundry product.

Antistatic Finishes

- --Addition of chemicals to the manmade fibers before they are spun
  - .Tradenames
    - -Crepeset
    - -Fybrite or polyester
    - -Zepel
    - -Stanox
    - -Permostat
    - -Cling Free
    - -Resitat
- --Care
  - .Fabric softeners such as Downy, NuSoft, StaPuf added to the rinse water
  - .Sheets (Bounce and Cling Free) added to clothes in the dryer

RESOURCES

Textbooks

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Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 318-320.

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IV-031

ECONOMIC ASPECTS OF CLOTHING

TOPIC DECISION MAKING

SUB-TOPIC Needs, Wants, Money

OBJECTIVES *After studying the decision-making process, the student will be able to list and describe the steps in the decision-making process as the process relates to clothing purchases.*

Following a discussion on clothing needs and wants, the student will be able to determine the difference between clothing needs and wants.

Having viewed illustrations from his/her personal wardrobe, the student will be able to explain how needs and wants influence clothing decisions.

Following a field trip to a department store or uniform shop, the student will be able to relate clothing needs of the family members to the clothing budget.

CONTENT	STUDENT LEARNING ACTIVITIES
Clothing Needs --Protection from the elements and building a self-concept Clothing Wants --Wishes or desires beyond providing basic needs	Prepare a list of needs and another of wants for clothing. Analyze the lists for cost of clothing. Discuss with parents ways to meet needs and wants.
	Describe situations in which clothing needs or wants influence clothing decisions.
Factors that Determine a Clothing Need --Activity --Amount of clothing on hand --Number needed for activities --Environment	Discuss factors that determine your clothing needs. Gather information on clothing needs for children, special work, and physically handicapped.
Decision Making in Clothing Purchases --Faces clothing concerns and uses a systematic process to solve the problem	Prepare a report telling how the above clothing needs differ from adult clothing and costs. Write a short paragraph developing the idea of decision making as it relates to clothing purchases.

Steps in Decision-Making Process --State problem. --Enumerate ways to solve the problem. .Time .Money .Energy .Knowledge .Skills .Equipment .Books --Weigh advantages and disadvantages of each of the possible solutions. --Choose a way to solve the problem. --Carry out the decision. --Accept the responsibility for the decision you make.	List steps to follow in decision making. Discuss factors that influence the amount of money one spends for clothing and/or for one specific garment.
Factors That Affect Decisions about Clothes --Income --Other Expenses --Attitudes about clothing --Climate --Occupation --Desire --Family, community, and social pressures --Stage in life cycle --Size of family --Ages of family members --Physical traits --Time available for selection --Shopping facilities	Discuss factors that influence decisions about providing clothes. Bring to class a purchased garment that has never been worn. Discuss clothing decisions for buying but not wearing the garment. Select and make a collection of magazine pictures that illustrate the factors influencing decisions about clothing.
Other Ways of Taking Care of Clothing Needs --Exchange clothing items among family members. --Alter or repair existing garments.	Set up a swap shop (exchanging clothes) as an FHA project. Alter or repair an item of clothing for a family member.
Patterns in Decision Making --Centers of influence .People who help to influence your thinking --Straight line .Decision made by one that can affect subsequent decision	Give examples of two patterns in decision making: (a) a person buys a garment and entices friend to purchase carbon copy, (b) a person makes a fabric and pattern selection.
Buying vs. Making Clothes --Comparison shopping --Skill in constructing and altering clothes	Debate the idea "Buying vs. Making Clothes."

--Sewing equipment available
--Time management
--Costs
--Originality and creativity
in clothes

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 54, 159-160, 232.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC WARDROBE PLANNING

SUB-TOPIC Situation and Need

OBJECTIVES *Following a discussion on wardrobe planning, the student will be able to identify factors that influence personal wardrobe planning.*

Using the information acquired from the discussions on wardrobe planning, the student will be able to assess a well-planned wardrobe.

Given selected resources to study, the student will be able to identify the steps in planning a personal wardrobe.

Using the information on wardrobe assessments and specific situations, the student will be able to determine clothing needs for a personal wardrobe.

CONTENT	STUDENT LEARNING ACTIVITIES
Wardrobe --Collection of clothing worn during a given season of the year	Read references to find a definition of wardrobe. Illustrate the components of a wardrobe--show ways to add to basic clothing.
Factors that Influence Wardrobe Planning --Income --Geographical location --Composition of the family --Varied activities --Present wardrobe --Available shopping facilities --Climate --Friends	On the board list factors that influence a person's wardrobe requirements. Decide which factor(s) have the most influence in planning wardrobe. Evaluate a personal wardrobe. Identify items as "essential" or "non-essential" for inclusion in wardrobe.
Characteristics of a Well-Planned Wardrobe --Adequate number of garments to meet daily requirements --Accessories to enhance or extend use of basic garments --Basic color schemes for which garments can be combined --Garments that are attractive, becoming, and comfortable --Suitable items for all occasions	Brainstorm to identify characteristics of a well-planned wardrobe Construct a bulletin board to illustrate the characteristics of a well-planned wardrobe. List reasons why wardrobe planning may be profitable. Compare the benefits of a well-planned wardrobe vs. the effects

- --Clothes express personality
- --Appropriate fabric selections for climatic conditions
- --Mix and match items
- --Wearer has a "total look" on every appearance

Guidelines to Follow in Wardrobe Planning

- --Buy, make, or repair only garments that will be used.
- --Plan for combination of garment pieces.
- --Use a color-coordinated plan for wardrobe.
- --Prepare a list of garments on hand with colors to use when shopping.
- --Coordinate accessories with additions to the wardrobe.
- --Make a plan for care of clothing.
- --Revise and change wardrobe plans as wants and needs change.
- --Develop a spending plan.

Rules for Planning a Minimum Wardrobe

- --One to wear
- --One being washed or cleaned
- --One to serve as a spare

Adding Clothing to Present Wardrobe

- --Plan to suit situation and/or need.
- --Select and use becoming designs.
- --Recycle or repair clothing as needed.
- --Decide whether to buy and/or make garments.

of poor wardrobe planning. Role play specific situations.

Evaluate finished wardrobe plan according to characteristics developed in class.

Invite a fashion coordinator to show how to coordinate and extend a wardrobe for personal use.

Interview a person who is considered to be well-dressed.

Discuss importance of planning a wardrobe.

(FHA) Assess existing clothing to determine future wardrobe needs.

Using clippings from magazines or mail order catalogs, plan a personal school wardrobe for a special event or vacation.

Describe how weekend activities can influence one's choice for clothing.

RESOURCES

Textbooks

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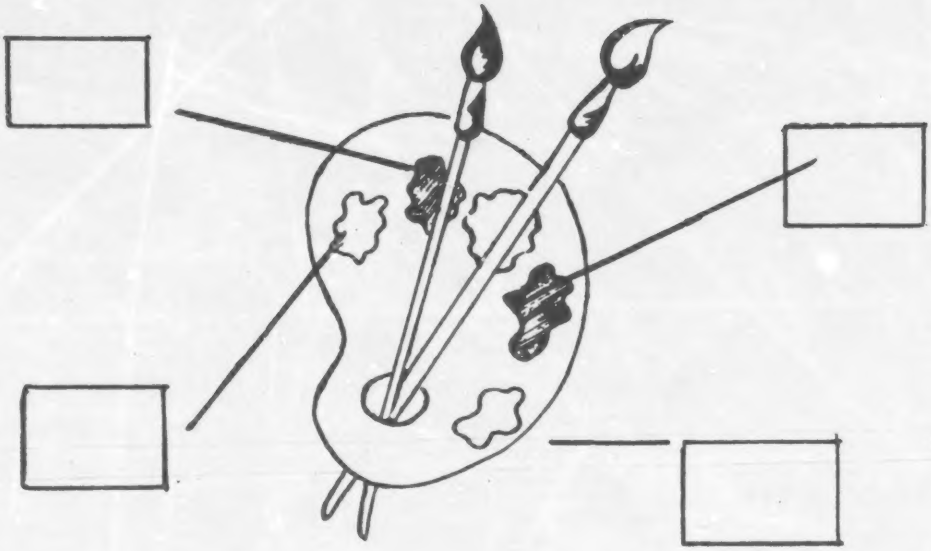
BUILDING ON



BASICS

DIRECTIONS:
PLACE BASIC COLORS ON PALATE: BLACK, WHITE, GRAY, BROWN. EXTENDING FROM EACH COLOR ON THE PALATE, ILLUSTRATE A COSTUME DEPICTING THE BASIC COLOR.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 312-338.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC WARDROBE PLANNING

SUB-TOPIC Special Wants
Inventory

OBJECTIVES *Using textbook information, class discussions and illustrated materials, the student will be able to analyze and list the occasions for which clothes are needed.*

Following a discussion on clothes inventory and its major thrust, the student will be able to explain the purpose of making a clothing inventory.

Using information from the study of personal wardrobe needs, the student will be able to prepare an individual clothing inventory with a place for selecting only wearable garments.

With a completed wardrobe inventory in hand and using class activities, the student will be able to plan for supplementary items needed to complete or extend the wardrobe.

CONTENT	STUDENT LEARNING ACTIVITIES
Settings that Require Suitable Clothing --Home --School --Business --Formal special occasions --Active and spectator sports --Semi-formal apparel	Determine settings which require specific apparel. Explain reason for choice. Listen to speaker address the effect of general appearance on an audience. Make a list of activities in which a person may participate. Collect and mount 2-3 pictures of suitable garments for each selected activity. Arrange a bulletin board depicting suitable dress for various occasions.
Clothing Inventory --Recording all clothing items in one's wardrobe	Define clothing inventory. Cite reasons for taking an inventory of one's clothing.
Factors to Consider when Taking a Clothing Inventory --Season of year --Personal activity --Essentials	Discuss the advantages and disadvantages of taking an inventory of clothing.

- --Future needs
- --Possible discards

The Inventory
- --Purpose or value
- --Procedure
- --Evaluation

Preparing for Inventory of Clothing
- --Clothes in good condition that can be worn as they are
- --Mending or altering a usable item
- --Clothing item cannot be worn

Making a Clothing Inventory
- --List of garments on hand
- --Description of each garment
- --Condition
- --Needed repairs
- --Fit and style
- --Where each garment is to be worn
- --Garments to be discarded

Develop guidelines which could be used to help one in making decisions in taking a clothing inventory.

Develop a method for grouping clothes while removing them from the closet

Assess clothing in your wardrobe.

Determine reasons for not wearing specific clothing items.

Devise a chart or organized way of listing clothing items to be retained. Note all repairs or alterations needed.

Summarize points that should be included in making a clothing inventory.

Give concrete reasons for discarding garments from closet.

Determine how discards will benefit other friends, relatives, or charity.

Conduct a personal clothing inventory to assess needs and wants and provide a guide for future purchases. (Appendix)

RESOURCES

Textbooks

Crowley, C. All about clothes. New York: Gregg Division, McGraw Hill Book Company, 1978, 35-39.

Jones, J. Clothing--Your way. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 116-117.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 164-165.

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APPENDIX

IV-041

Plan Your Clothing

To be able to plan your clothing, first you need to look in your closet. Pull everything out and sort it on the bed or chairs according to use. Then make your plan using the chart below.

THINGS I DO AND PLACES I GO	CLOTHES THAT I WEAR	ACCESSORIES	NEED TO ADD	I WILL MAKE	I WILL BUY
Example: School	Blue Wool Skirt	Blue blouse loafers white hose and suede belt	Printed blouse		X

Are there clothes on the bed which you did not list in your plan? Why? Do they need repairs? Can they be remodeled? Should they be given away? If you have not worn them in two years, repair, remodel or give them away.

Clothing 4, LSU Cooperative Extension Service, 1980

ECONOMIC ASPECTS OF CLOTHING

TOPIC SHOPPING FOR CLOTHING

SUB-TOPIC Quality Indicators

OBJECTIVES *Following a discussion on quality indicators in clothing, the student will be able to identify quality features on selected garments.*

Upon completion of the study on shopping techniques, the student will be able to make decisions about buying quality clothing.

After evaluating purchased clothing, the student will be able to appraise the workmanship of selected clothing.

CONTENT	STUDENT LEARNING ACTIVITIES
Quality in Clothing --Characteristics which give a garment the ability to perform the functions for which it is purchased	
Characteristics of Good Quality --Good construction --Fit/line --Fabric --Style --Finishing --Color --Durability --Shrinkage control --Popularity --Safety	Discuss the topic, "Quality versus Quantity." Prepare a debate. One side argues that it always pays to buy the best quality. The other side argues that is is wise to pay as little as possible for clothing.
Importance of Workmanship in Clothing --Wear well --Minimum of upkeep and few repairs --Fit properly --Hang correctly --Wear comfortably	List guidelines for determining workmanship and construction of clothing.
Quality Checklist for Clothing --Garment cut so that the grainline is straight --Seams stitched straight with	Examine examples of garment including some with flaws. Determine the problems. Indicate whether a flaw is major or minor

adequate seam allowance
- Fasteners stitched securely in proper place
- Lining has firm weave, requires same care as the garment, and moves easily over other clothing
- Hem at least 2 inches deep, even, and finished

Developing Shopping Techniques
- Plan for clothing needs.
- Establish price awareness.
- Follow a spending plan.
- Read and interpret labels and hang tags.
- Compare prices, value, and service.
- Select best quality for items worn often.
- Ensure that there is good workmanship in clothing.

and suggest ways to correct the problem. Bring articles of clothing from home to demonstrate how to assess construction.

Assemble a good cross section of fabrics, styles, prices, and imported clothing.

List construction techniques associated with better quality clothing.

Discuss seasonal purchasing power.

Collect labels. Note fiber content, care requirements, and expected wear.

Role play a situation in which a salesperson applies pressure to a customer. Explain effect of pressure on the customer's decision to buy.

Write a skit on clothes shopping and present to a selected audience.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 290-295.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 288.

Cross, A. Enjoying family living. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 295-297.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 164-167.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC SHOPPING FOR CLOTHING

SUB-TOPIC Places and Time to Buy

OBJECTIVES *Given selected resources and after class discussions, the student will be able to determine factors to consider in selecting a place to shop for clothing.*

Following the study of different places to shop for clothing, the student will be able to weigh all alternatives and identify and select various shopping outlets suitable for clothing purchases.

Using selected resources and a presentation by a sales person on the best time to shop, the student will be able to determine the best time to make clothing purchases.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting a Place to Buy Clothing --Range of merchandise --Type of service provided --Convenience in shopping --Business practices of the store --Store accessibility	Make an inventory to identify sources of personal purchases. List reasons for making purchases in specific places.
Considerations for Shopping Wisely --Types of stores --Variety of clothing available --Quality of merchandise available	Discuss types of stores in relation to the quality, type, and price of clothing available. Give reasons why each differs from the other.
Factors to Consider in Choosing a Place to Shop --Location --Parking area --Method of ordering --Services offered --Merchandise available --Monetary resources --Shopping hours	Brainstorm ideas on selecting store(s) for best clothing buys. On the chalk board list factors to consider in choosing a place to purchase clothing.
Selecting the Time for Shopping --Depends on .Personal accommodations .Shopping needs and wants .Service availability	

Where to Shop for Clothing --Specialty shops .Limited amount of clothing .Personal service .High prices .Operate on a cash only basis --Department stores .Wide range of merchandise and prices .Numerous customer services .Reputation for standing behind merchandise --Chain stores .Centralized ownership and management .Low mark-up on prices .Limited customer services .Limited range of quality and prices --Discount stores .Self-service .Limited services .Low-price merchandise .Extended store hours .Varied quality items .Little variety of merchandise in a clothing category --Factory outlet stores .Low prices for fashion items, "Seconds," or imperfect merchandise .Lower prices .No fittings or returns allowed --Mail-order houses .Convenient--shop from home .Conservative garment styles .Personal charge account service .Regular sales .Liberal merchandise return privileges .Written details and factual information provided .No examination of merchandise prior to purchase	List the various kinds of stores where clothing may be purchased. Investigate the kinds and quality of clothing items in various types of local clothing stores. Select one item of clothing found in the different types of stores and compare cost vs. quality. Debate the practicability of traveling distances to save money on clothing items. Construct a bulletin board on types of clothing stores in your community. For each store listed show the types of clothing available and services offered.
Other Sources of Clothing Purchases --Garage sales --Attic sales	Discuss reliability of stores and the impact of reliability on the consumer.

--Yard sales --Thrift shop --Flea markets --Swap shops--services	Discuss the advantages and disadvantages of each store.
Influences on When to Buy --Emotions --Bargains --Payday --Necessity --Pleasure --Advertisement --Pressure --Peer groups --Special occasions	List a most recent clothing purchase which involved a problem of deciding when to buy. Write a short description of what influenced your decision.
Selecting a Time to Shop --End of a season --Day and time of the year --Time of day --Weather conditions	
Times to Avoid Shopping --Rush hours --Holidays --Known busy times of the year --Near store closing hour	Relate experiences encountered when shopping prior to holidays. Invite a sales person to speak on how the time of year affects costs of item and selection available. Discuss the advantages and disadvantages of shopping ahead of time and at the last minute.

RESOURCES

Textbooks

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 283.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC SHOPPING FOR CLOTHING

SUB-TOPIC Comparison Shopping

OBJECTIVES *After reading selected references on comparison shopping, the student will be able to define and explain the term "comparison shopping."*

Following a review of sources related to comparison shopping, the student will be able to determine the best sources for the consumer to use in comparison shopping.

Given essential information on comparison shopping, the student will be able to use good shopping techniques when clothing is purchased for individual family members.

CONTENT	STUDENT LEARNING ACTIVITIES
Comparison Shopping --Compare prices and qualities of clothing in several stores	Read selected references on comparison shopping. Define term and share shopping information with class.
Values of Comparison Shopping --Current price quote --General idea of goods available	Discuss the value of comparison shopping in relation to the importance of the purchase.
Sources of Pre-Shopping Information --Newspaper and magazine advertisements --Television commercials --Radio advertising --Mail order catalogs --Catalogs	Study the various sources available to the consumer that include information on shopping.
Comparison Shopping --Sales --Irregulars --Store brands --Types of stores --Floor samples --Bargains	Discuss various methods of comparison shopping. Give examples of comparative shopping using .Consumer guides .Shopping in different types of stores
Points to Consider in Comparative Shopping --Prices --Styles --Brand names --Garment labels	Determine information needed for comparison shopping. Select an item in clothing in a wardrobe. Compare cost of clothing article at local stores.

--Quality --Care requirements --Store services --Type of shopping outlet --Appearance	Analyze prices and decide on best value. Discuss value of comparison shopping in relation to the points listed.
Negative Aspects of Comparison Shopping --Use of time --Real cost --Travel costs	
Achieving Skills in Comparison Shopping --Compare and interpret labels. --Selecting suitable designs, fit, and colors. --Compare and interpret prices.	Compare the prices of several items of clothing at different stores. Do the prices differ from one place to another? Why or why not?

RESOURCES

Textbooks

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 305-307.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 133.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC ACCEPTING CONSUMER RESPONSIBILITIES

SUB-TOPIC Sources of Consumer Information

OBJECTIVES *After surveying selected resources, the student will be able to recognize sources of consumer clothing information.*

Upon reviewing information found in periodicals or bulletins the student will be able to describe information provided by consumer information sources.

The student will be able to predict satisfactions derived from clothing decisions based on consumer information.

CONTENT	STUDENT LEARNING ACTIVITIES
Sources of Consumer Information --Consumer magazines, newspapers --Advertising --Labels --Brand names --Seals of approval --Textile industry classes --Consumer aids --Mail order catalogs --Short courses and workshops	Make a list of sources that provide consumer information on clothing. Work in groups and select one source to investigate. Share findings with the class. Gather and make a booklet showing different sources that provide information on clothing for the consumer.
Agencies that Provide Consumer Information --Better Business Bureau --Federal Trade Commission --Consumer's Union and Consumer's Research --Cooperative Extension Service --Retail Organizations	
Information Provided by Consumer Information Services --The way clothes are put together and finished --Knowledge of fibers, fabrics, and finishes --Labels and tags	Prepare oral reports on consumer information found in periodicals or bulletins. Role play reports. Decide the reasons for consulting consumer information sources before making any major clothing purchases.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 236-237.

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 200-202.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC ACCEPTING CONSUMER RESPONSIBILITY

SUB-TOPIC Advertising

OBJECTIVES *Given the components of informative advertising, the student will be able to explain how advertising information may be useful in making clothing decisions.*

After studying various appeals used in advertising, the student will be able to determine the kinds of appeals used in advertising which encourage consumers to buy.

CONTENT	STUDENT LEARNING ACTIVITIES
Advertising --Way of calling attention to something so people will notice it and buy it	Discuss the meaning of the term advertising as applied to clothing.
Informative Advertising --Picture and description of garment --Care instructions --Fiber content --Brand names or trademark names --Size --Price --Color	Collect advertisements (informative and non-informative). Point out information which makes ads informative. List words used in both types of advertising. How does the average consumer interpret the words?
Forms of Media for Advertising of Clothing --Newspapers --Fashion shows --Magazines --Bulletins and pamphlets --Television	Prepare a bulletin board using informative and non-informative ads. Read the description of clothing advertised in a mail order catalog. Evaluate consumer information given. Make a booklet of newspaper ads from a local store. Analyze the focus of the advertising. Make a survey to determine how advertisements affect buying habits. Using different forms of advertising media, prepare a bulletin board on the latest fashion or textiles.

Kinds of Appeals Used in Clothing Advertisements
- --Love and security
- --Self-identification
- --Adventure
- --Recognition
- --Approval of others
- --Individuality

Collect misleading advertisements. Compare ads from television, magazines, and newspapers. Consider time, cost, and effects.

Write a letter to a company with a misleading advertisement.

Bring clothing advertisements to class. Report on ways advertising encourages one to buy.

Select two ads which depict special appeals. Give reasons for your selection.

Observe clothing advertisements in current fashion magazines. Evaluate ads and tell how they encourage buying.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 235.

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 200.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC ACCEPTING CONSUMER RESPONSIBILITIES

SUB-TOPIC Labels

OBJECTIVE *Given a selection of labels, the student will be able to identify the forms of labels attached to a garment.*

Given different sets of government regulations on labeling laws, the student will be able to identify the government requirements for four different labeling acts.

Given examples of labels, the student will be able to interpret the required and/or voluntary information placed on textile labels.

Following a study of legislative acts dealing with fabrics, the student will be able to describe how legislation on textile labeling affects the consumer.

CONTENT	STUDENT LEARNING ACTIVITIES
Forms of Labels --Printed identification on bolt, rollers, or garment --Identification woven or printed on the selvage --Printed labels secured to the merchandise --Hangtags --Woven or printed labels permanently attached to bolt or garment	Begin a file folder of hangtag care instructions for all items of clothing purchased during the school year.
Methods of Labeling Garments --Temporary cardboard tag hanging from the garment --Permanent label attached to seam or facing --Permanently stamped	
Types of Labels --Information labels .Fabric construction, special finishes, performance qualities, special care instructions --Brand labels .Distinctive symbol for specific manufacturer	Prepare a display of personal choice on the types of labels. Write an essay of support for the type depicted.

--Certification labels .Tested by a laboratory to designate standards of quality --Union labels .Garment made by union members practicing fair working conditions	Write a consumer awareness article on labeling for the local newspaper.
Wool Products Labeling Act 1939 --Type of wool fiber --Percentage of wool in a garment	
Textile Fiber Products Identification Act, 1960 --Generic name of fiber --Percentages of fibers --Manufacturer's name or number --Country of origin if imported	Divide into groups. Research government requirements for the various labeling acts. Summarize information.
Permanent Care Labeling Act, 1972 --Explain care and maintenance required in regular use of garment. --Provide warning statements when the usual care methods seem to apply but do not. --Make consumer aware of possible choices for care and maintenance. --Attach labels in a place where they will be easily located. --Ensure that labels will be legible for life of garment. --Place labels on removable garment parts.	
Flammable Fabrics Act, 1967 --Prohibits sale of highly flammable wearing apparel --Developed stricter flammability standards for wearing apparel	
Required Information for Labels --Generic name --Trade name --Fiber content --Finish --Care instructions	Define terms found on hangtags and labels. Collect labels from clothing items. Mount on one page examples of informative labels. Mount on a second page examples of poor labels.

Voluntary Information on Labels --Size and/or dimensions of a product --Fabric name and description --Yarn description --Finishes that affect fabric performance (Scotch Guard) --Guarantees or standards --Special qualities of the product --Construction	Determine information needed on labels. Bring a garment to class. Design an original label including all information required. Begin a file of labels and hangtags. Establish a system for proper filing and use. Prepare an exhibit or a bulletin board showing voluntary information on labels.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 237-239.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC ACCEPTING CONSUMER RESPONSIBILITIES

SUB-TOPIC Basic Rights

OBJECTIVE *Given resources to study, the student will be able to list and discuss the basic rights and responsibilities regarding the buying of clothing and/or fabric.*

CONTENT	STUDENT LEARNING ACTIVITIES
Basic Rights of Consumers --Right to shop for products and services without pressure --Right to return faulty products --Right to receive individual attention to a complaint --Right to clear guarantee conditions --Right to expect accurate and truthful labeling on all products	From readings in resources, make a list of rights and responsibilities of the clothing consumer. Prepare a bulletin board depicting rights and responsibilities of the consumer. Role play situations related to clothing consumer rights and responsibilities. Use case studies that refer to consumer rights and responsibilities. Analyze studies when shopping for clothing. Write and present a skit on the problem of shoplifting (FHA). Determine abuses made to merchandise by consumers. Explain effect of these on clothing cost.
Consumer Responsibilities --Handle store merchandise carefully. --Read and follow product label directions. --Pay promptly for products. --Report false advertising to the Federal Trade Commission. --Stay informed of consumer rights and store policies. --Do comparison shopping to select product best suited to individual needs.	Interview people about their consumer responsibilities; find out how many people know and exercise them. Collect magazine and newspaper articles describing consumer responsibilities. Interview a store manager to identify business concerns and generally accepted procedures for addressing consumer encounters.

RESOURCES

Textbooks

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ECONOMIC ASPECTS OF CLOTHING

TOPIC ACCEPTING CONSUMER RESPONSIBILITIES

SUB-TOPIC Complaints

OBJECTIVE *Using specific case studies on poor performance of clothing selection, the student will be able to communicate with the proper agency about complaints for defective clothing performance.*

CONTENT	STUDENT LEARNING ACTIVITIES
Guidelines to Reduce Consumer Complaints --Avoid buying goods and services on impulse. --Deal with reputable business people. --Read labels and instruction sheets carefully. --Check the warranty or guarantee. --Check the merchandise carefully before leaving the store. --Sign a contract only when it is thoroughly clear in content and meaning. --Be aware of consumer legislation.	Read printed resources available. Contact the Cooperative Extension office for current bulletins on consumer aids.
Reporting Complaints --Involve the supervisor of the department. --Address the store manager. --When necessary, contact outside agencies, i.e. Better Business Bureau or Consumer Protection Agency.	
Reasons for Filing Complaints --Money loss --Rude salespeople --Late deliveries --Incorrect labels --Deceptive advertising --Outright gyps --Defective product	Relate stories of dissatisfaction with a garment in filing complaints. Prepare a complaint letter for some item received from a local store.

Points to Follow in Filing a Written Complaint

- --Explain where and when the product was bought.
- --Describe what was expected of the product.
- --Describe fault of the product.
- --Identify what is expected as an adjustment for the product.
- --Include the product in question.
- --Include the sales slip and tag from the product.
- --Keep copy of your letter and any other possible items included.
- --Close with name, telephone number.
- --Be courteous, yet firm.

Select best complaint letter for product purchased. Observe the action that follows as each step is taken.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPIC Alteration of Ready-To-Wear
Upgrading the quality of ready-to-wear
Altering ready-made garments

OBJECTIVES *Provided with a list of vocabulary words and related examples of use associated with altering garments, the student will be able to define the term and relate the position of application.*

Given examples of the common kinds of garment alterations, the student will be able to determine alteration of a garment.

With actual garments and information for determining quality of fabric, construction, and findings, the student will be able to evaluate the feasibility of altering a garment.

Provided with illustrations of ways to improve the appearance of a garment, the student will be able to plan and apply enhancements.

Having an actual garment to alter, the student will be able to perform a planned alteration.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Alter --Darts --Alteration --Grainline --Hem width --Fabric --Seam width --Wear marks	Provide illustrations to accompany vocabulary list. Define words and write related places of application.
Reasons for Altering a Ready-Made Garment --Improve comfort --Improve appearance --Reasonable price for garment --Care for individual fitting problems	List and briefly discuss reasons why one might alter a ready-made garment.
Factors to Consider Before Altering a Ready-Made Garment --Construction details --Fabric	Display examples of ready-made garments that cannot be easily altered. Determine the difficulty of alteration.
Common Kinds of Alteration to Make in a Garment --Hems .Shorten or lengthen	Locate a garment needing a common alteration.

skirt/pants --Adjust waist sizes --Dart .Widths and lengths	Visit the alteration department of a local store. Prepare a list of common alterations recommended by the personnel and report findings to the class. Use garment for an evaluative study as well as for the actual alteration, if applicable.
Points to Review for Quality Construction in a Garment --Fabric content --Weave and finish of fabric --Seam width and finish --Hem width and finishing --Top-stitching --Collar, cuff finishes --Application of trims --Button, trims, belt	Display examples of ready-made garments in low, medium, and high price ranges. Determine quality of each in three categories: fabric, construction processes, and findings.
Enhancing or Up-Grading the Quality of a Garment --Trimming threads --Straightening hem line --Re-hemming and pressing --Changing buttons or belt --Adding a trim, applique, or piping --Top stitching a collar or cuffs --Hand stitching buttonholes --Steam pressing	Display garments that have been improved in appearance. Investigate the possibility of using alteration skills for personal income/employment.
Altering a Garment --Determine area(s) needing alteration. --Plan steps and procedures for making alteration accordingly. --Determine equipment and supplies needed.	Alter a garment according to the evaluation of need, process, and economic or aesthetic value.
Evaluating Alterations --Pride of accomplishment --Economic benefit --Enrichment of wardrobe	Investigate the cost of common alterations made by a dressmaker or tailor. Read selected reference materials. Write a summary of one reading on alterations.
	Compile individual reference file for extending clothing resources. Evaluate organization and content. Set up a display (hall case or show window) to illustrate ways to alter garments and/or extend wardrobe.

Invite an alteration expert from a local retail store and discuss a career in a chosen area.

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CLOTHING CARE

TOPIC HOME LAUNDERING

SUB-TOPIC Procedures

OBJECTIVES After studying certain procedures used for the laundering process, the student will be able to prepare clothes for washing.

Following a class discussion and demonstration on garment repairs, the student will be able to demonstrate knowledge and skill of preventative garment repairs.

Given several examples to examine, the student will be able to describe the effect of washing on rips and tears.

Given facts on sorting clothes for the wash, the student will be able to separate laundry into correct washloads.

After observing a demonstration on laundering different fabrics, the student will be able to note the effect of water temperature on laundering.

Following a demonstration on drying specific fabrics in an automatic dryer, the student will be able to determine a procedure for limiting wrinkles in the drying process.

CONTENT	STUDENT LEARNING ACTIVITIES
Preparing Clothes for Washing --Mend any clothes that need mending.	Identify procedures for efficient and easy clothing care.
--Shake dust, dirt, or sand out of pockets and cuffs. --Close zippers, fasten hooks, and secure buttons.	Explain the importance of getting clothes ready for the wash.
--Remove nonwashable items such as trim or belt. --Treat soil, spots, and stains. --Sort clothes before washing.	Describe what should be done to garments before putting them in the clothes washer.
.Whites from colors to keep whites looking white, bright, and fresh	Discuss consequences for not preparing clothes before washing.
.Fibers that can be washed in hot water (colorfast cotton and linen) from fibers that need a warm wash (manufactured fibers and special finishes)	Develop guidelines for sorting clothes. Discuss factors to determine method of sorting the wash.
.Heavily soiled from lightly soiled	

- .Delicate articles from sturdy articles

Guidelines to Use in Washing Clothes

- --Water temperature
  - .Hot used on white or heavily soiled clothes
  - .Warm used on permanent press, special finishes, and lightly soiled clothes
  - .Cold used on bright and dark colors and washable woolens
- --Select appropriate cleaning products for the wash load.
- --Size of load
  - .Read instruction book that accompanies washer
  - .Load the washer loosely with dry, unfolded clothes.
  - .Mix large and small articles for best results.
  - .Use smaller loads for manufactured fiber and fabrics with special finishes.
- --Cycle and time
  - .Sturdy fabrics can use a regular cycle and longer wash period.
  - .Knits, permanent press, and delicate fabrics need the wash and gentle cycle.
- --Rinsing
  - .Use cold water for manufactured fibers and permanent press to keep wrinkle free.

Hand Washing Procedures

- --Use water temperature that is compatible with type of fabric and color.
- --Select appropriate cleaning products for the wash load.
- --Soak item of clothing for 20-30 minutes.
- --Gently wash item. Repeat sudsing process if needed.
- --Rinse item in several rinse waters (from warm to cool).
- --Use fabric softener in final rinse, if desired.

Cut clothing pictures from catalog to "sort."

Discuss best water temperature for washing different types of fabrics.

Demonstrate in a lab experience the effect of temperature on specific fibers.

Determine load size and why it is important not to overfill the washing machine.

Study the various wash cycles available for washing. Discuss the best cycle to use for different fabrics and why.

Demonstrate the importance of rinsing manufactured fabrics in cold water to prevent creases and wrinkles.

Observe a demonstration on the use of the washing machine. Describe steps to follow when using the washing machine. Make a chart and post above the machine.

Practice hand washing an item of clothing. Compare results with an item that has been washed by machine. Note time spent, cleanliness, and appearance. Determine items which may best be washed by hand and why.

Drying Clothes --Dryer advantages --Dryer disadvantages	Discuss the advantages and disadvantages of drying clothes.
Methods of Drying Clothes --Drip dry .Hanging dripping wet garment without squeezing or wringing --Flat dry .Garment placed on flat surface, shaped to original shape, and allowed to dry --Automatic dryer --Line dry (indoor and outdoor) .Hanging clothes on line following machine washing	Analyze methods used to dry clothes and determine method to use for specific fibers and garments.
Guidelines for Drying Clothes --Read and follow care label instructions for drying. --Dry lightweight and heavy things separately for even drying. --Clothes will have fewer wrinkles if removed from dryer before fully dried. --Dry colored and white clothes separately. --Dry clothes that produce lint separately.	Explain ways of getting best results when using a home dryer. View a demonstration on use of the clothes dryer. Decide on type of clothes that can be dried using each cycle.

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CLOTHING CARE

TOPIC HOME LAUNDERING

SUB-TOPIC Stain Removal

OBJECTIVES *Using information gained from the study of stain removal, the student will be able to explain the general rules for removing stains from a given fabric.*

Given samples of stain removal agents, the student will be able to classify stains and relate the stain removal agent needed ta the type of stain.

Given examples of stain removal products, the student will be able to summarize the advantages and disadvantages of using different products for removing stains from fibers and fabrics.

Using ideas gained from study of chlorine and powdered bleach, the student will be able to select and use the proper bleach for the selected fabric.

Given different types of stains on fabrics, the student will be albe to remove various types of stains from different fabrics.

CONTENT	STUDENT LEARNING ACTIVITIES
Categories of Stains --Water-based stains .Wet process (detergent and water) to remove stain --Oil-based stains .dry process (solvent or spot remover) to remove stain	Identify common stains and ways of removing the stain. Stain fabric samples that will require use of the wet process and some that will require the dry process. Treat appropriately for stain removal.
Information Needed Prior to Removing a Stain --Type of stain --Fiber content --Available cleaning agents --Treatment recommended for specific stain and fabric	Bring in clothing or prepare various samples of fabrics with stains. Identify fiber and stain. Determine method and materials to use on those identified.
Stain Removal Principles --Treat stains as soon as possible. --Learn correct procedures to use. --Repeat stain removal procedure several times.	Prepare a display on stain removal showing proper procedures to use.

Methods of Stain Removal

- --Soaking in water for a washable garment
- --Detergent spread over the stained area
- --Bleaches added to wash water according to manufacturer's directions
- --Solvents used to remove greasy stains prior to placing into water

General Guidelines for Removing Stains

- --Identify the stain.
- --Treat stain as soon as possible.
- --Select method of stain removal that will be safe for fabric and user.
- --Mark location of the stain
- --Use the gentler methods first.

Method of Making Stains Permanent in Fabric

- --Delayed treatment of stain
- --Using hot water
- --Laundering fabric before pretreating stain
- --Using wrong cleaner

Removing Stains--Wet Process

- --Examples of stains
  - .Catsup
  - .Coffee, tea
  - .Grass
  - .Wine
  - .Mustard
  - .Urine
  - .Chocolate
  - .Ice cream
  - .Leather dye
  - .Milk
  - .Washable ink
  - .Soft drinks
  - .Blood

Removing Stains--Dry Process

- --Examples of stains
  - .Candle wax
  - .Ballpoint ink
  - .Makeup
  - .Oil and grease
  - .Printer's ink
  - .Wax shoe polish
  - .Typewriter ribbon
  - .Road oil and tar
- --Removal
  - .Soak stain in warm sudsy or cold water.
  - .Scrub the stain.
  - .Rinse stain thoroughly.

Briefly discuss the principles of successfully removing stains from fabrics.

List precautions to observe when using stain removal products on different fabrics and discuss the results of not observing these precautions.

Discuss safety precautions given on the labels of stain removal supplies.

List the general steps for removing stains.

Collect samples of fabrics with a variety of stains. Test stains using name brand products and common household chemicals. Compare cost and effectiveness of the different products.

- --Removal
  - .Place white paper towel under stained area.
  - .Saturate stain area with fluid.
  - .Rub stain lightly with fingertips.
  - .Remove towel.
  - .Wipe on outside edges of the spotted area using a piece of cheese cloth moistened with cleaning fluid.
  - .Allow fabric to dry.

Bleaches

- --Chemical products
  - .Remove dirt and stains
  - .Make fabrics whiter
  - .Provide disinfectant action

Types of Laundry Bleaches

- --Chlorine bleaches
  - .Sold in liquid form
  - .Less expensive
  - .Used for natural and synthetic fibers
- --Oxygen bleaches
  - .Sold in powdered form
  - .Not as strong as chlorine bleaches
  - .Used for manufactured fiber

Forms of Bleaches Available on the Market

- --Powder
- --Liquid
- --Tablet

Using Bleach in the Laundry

- --Read instructions before using.
- --Add to wash water.
- --Use only on types of fibers recommended by manufacturer.

Compare the cost of the different types of bleaches.

Collect fabric samples. Place one drop of each type of bleach on samples. Note the effect of bleach on the samples.

Prepare an exhibit showing the various forms for bleaches and types of fibers for which each is suitable.

RESOURCES

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CAREERS IN CLOTHING AND TEXTILES

TOPIC JOB ACQUISITION SKILLS

SUB-TOPIC Competencies, Job Preparation, Training

OBJECTIVES *Given information on careers in clothing and textiles, the student will be able to describe general competencies or skills needed for those jobs.*

After listening to a presentation by a clothing store manager, the student will be able to determine the job preparation tasks essential to a clothing business.

Upon completion of the study on job acquisition skills, the student will be able to identify and demonstrate the procedure for seeking/securing a career in clothing and textiles.

Following a review of training programs offered, the student will be able to analyze specific programs for specified career options.

CONTENT	STUDENT LEARNING ACTIVITIES
Competencies Required for Clothing and Textile Jobs --Principles of design --Clothing selection --Knowledge of textiles --Abilities in clothes buying, alteration, and construction --Care for clothing	Compile a list of jobs and careers in clothing and textiles Select a specific job in clothing and textiles and determine the competencies needed for the job. Illustrate competencies needed for a specified career option via bulletin board or other visual.
Preparation for a Job --Adequate education --Personality development --Good health habits	Invite the manager of a clothing business to explain the employer's expectations of employees.
Job Acquisition Skills --Employment opportunities --Career decisions --Personal data information --Resumé --Applications --Letter of employment --Job interview --Personal appearance --Do's and don't's --Communication --Interpersonal skills	Determine job preparation tasks essential to the clothing business. Visit a local employer to discuss the preparations necessary for a specific job. Collect newspaper advertisements of jobs related to clothing and textiles. Discuss preparations needed for entry into clothing and textile careers. Prepare a resumé. Key it to the job market.

	Participate in practice job interviews.
Locating a Job --School placement offices --Advertised positions --Public employment agencies --Private employment agencies --Professional and technical associations --Apprenticeship programs --Vocational training programs	Read resources on do's and don't's in developing job acquisition skills. Compile a list for display and reference. Write a letter seeking employment for a specific clothing or textile job. Survey agencies for employment opportunities.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

The topics for clothing construction skill development for the nonprerequisite semester course in Clothing and Textiles are found in Level II on pages II-043 to II-128 and in Level III on pages III-043 to III-089. Specific topics and page numbers in Level II and III are listed on pages IV-i to IV-iii in the beginning of this section for Level IV-A.

LEVEL IV-B - ADVANCED CLOTHING AND TEXTILES
(advanced semester course)

LEVEL IV-B - ADVANCED CLOTHING AND TEXTILES
(advanced semester course)

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Lining, Underlining, Interfacing---------- IV-217
Pressing---------- IV-221
Principles of Fitting---------- IV-225
Construction Techniques---------- IV-227

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC HISTORICAL INFLUENCES ON CLOTHING

OBJECTIVE *Following a study of past and current fashions, the student will be able to compare how fashions evolve, cycle, and reflect current conditions.*

CONTENT	STUDENT LEARNING ACTIVITIES
Fashions Influenced by --Individual creativity and feelings --Developments in chemistry, business, and industry --Social and cultural happenings --Economy of people and the country --Entertainment Industry A Historical Overview of Fashion --World War I--Soldier look --1920--Straight, boyish silhouette, short skirt, cloche, bobbed hair --1930--Classic look, conservative styles, long narrow skirts, fashionable pants --1940--Wartime influence; broad, padded shoulders; military styling of garments --1947--Dior's new look--tight waist, bosom emphasis, long, full skirts --1950--Sack dress, gray flannel suit --1960--Shifts, minidresses, longer hair and bright colors for men --1970--Silhouette softer and more natural looking with classic styling; introduction of unisex concept --1980--Individualized fashion	Bring personal photographs of clothes worn by parents, youth, grandparents to depict fashions of the past. Discuss how changes in society have brought about changes in attitudes influencing past and present fashions. Prepare a display depicting how fashions of the past influence current fashions. Note similarities in line and cut of garments and the changes in fabrics. Identify events of natural interest that have an influence on fashions in clothing. View film: "American Woman: 200 Years of Authentic Fashion." Make a group summary of findings. List trends that are fashionable in the current season. Select a specific fashion and trace influences in the era of its inception. For each era, depict the economical influences that arose during clothing selection. Have a community fashion show of historical clothing for an FHA fund raiser. In groups, research fashion in one of the periods listed. Make a felt silhouette to show basic lines. Share findings with the entire class. Silhouettes may be used as wall hangings in the department.

Cause for Rapid Fashion Change
--Modern methods of communication
--Fashion industry promotion
--Societal conditions
--Technological advances

RESOURCES:

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 72-75, 80-87, 138-156.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 50-56, 58-63, 66-67.

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Vanderhoff, M. Clothes--Part of your world. Lexington, Mass.: Ginn and Company, 1973, 2-6, 12-13.

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC SOCIETAL FACTORS AFFECTING CLOTHING

OBJECTIVE *Given a historical review, the student will be able to describe the influences and effects of world conditions and societal influences on clothing values.*

CONTENT	STUDENT LEARNING ACTIVITIES
Clothing and Behavior --Clothing may produce specific behaviors .Imitative dress of teachers, stars, or other persons .Sloppy dressing and behaving badly .Dressing for a formal occasion and behaving well	Watch a television program with a setting in the 1950's and write a summary of the way clothing is used to picture each character's attitude toward society. Research a specific sociological or psychological aspect of clothing. Prepare a written and/or pictorial report.
Clothing and Self-Concept --A person's clothing reflects self-concept, attitudes toward society and basic needs. .How one feels about one's self or how one is perceived by others is reflected in one's dress. .Acceptance of the values of society is displayed when one conforms to societal standards of dress. .Various movements resist society by wearing unorthodox clothing. .Clothing can reflect a need to belong as well as a need for recognition.	Write a skit appropriate for FHA to present to its membership and/or to another school or community group. Focus on a specific sociological or psychological aspect of clothing as influenced through history.

RESOURCES:

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 168-169.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 45-48.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 18.

Paolucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed). New York: Webster Division, McGraw-Hill Book Company, 1978. 11-13.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 42-43.

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC FAD, FASHION, STYLE

OBJECTIVE *Given definitions of specific fashion terms, the student will be able to discuss and illustrate differences among fad, fashion, and style.*

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Fashion .Prevailing style of dress at any given time --Fad .New idea in clothing that is popular for a short time (one season or less) --Style .Specific unique characteristics (different from others) prominent for long time periods --Classic .Popular style that is lasting and becomes custom --Fashion Bomb .A style that people reject	Collect pictures illustrating fashion, fad, style, classic, and bomb. Make group arrangement on bulletin board. Make a list of current fads. Identify fads likely to become fashion. Write article for the school newspaper entitled "Fashion vs. Fad," and speculate on the future in fads and fashion. Develop a display of the "Continentals" and "Edsels" of clothing industry. Include illustrations and definitions of fashion, fad, style. Interview individuals whose teen years were in a specific time period. Compile information concerning fashions and fads of the interviewee's teen years. Also, identify the styles of today which originated in that same time period. View examples of fashion classics. Discuss advice to give someone buying a fashion classic. Analyze reasons for fashion bombs. Mount illustrations on bulletin board.

RESOURCES:

Textbooks

Brinkley, J. & Aletti, A. Altering ready-to-wear fashions. Peoria, Ill.: Chas. A. Bennett Company, 1976, 277-278.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 75-76.

Cross, A. Enjoying family living. Philadelphia: J. B. Lippincott Company, 1973, 284-285.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 68-69.

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Graef, J. & Strom, J. Concepte in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 62-64.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 163-164.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 93-96.

Pavlucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 199.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 54.

TEXTILES

TOPIC FIBERS

SUB-TOPIC Classification

OBJECTIVES *After study of available resources, the student will be able to recall the two major groups of fibers and explain each.*

Following a class discussion on fibers, the student will will be able to classify fibers according to source.

CONTENT	STUDENT LEARNING ACTIVITIES
Fibers --Raw materials from which yarns and fabrics are made Major Groups of Fibers --Natural .Fibers that grow in nature as plants and animals --Manufactured from natural sources .Fibers made by transforming the natural sources (rayon) --Manufactured from chemical sources .Fibers not found in nature but are created from a combination of chemical elements (nylon and polyester) Natural Fibers --Major plant sources .Cotton Seed pod of cotton plant .Linen Woody core of the flax plant --Minor plant sources .Hemp Similar to flax .Jute Bast fiber from the stalk of a semitropical plant --Animal sources .Wool Fiber from the fleece of the sheep or lamb	Collect and display raw materials used to make fibers. Explain how fibers are made from the raw materials. Read references on methods of fiber classification. Develop a series of exhibits on textile products of natural and man-made fibers. Prepare individual booklets on the classification of fibers. Collect samples of each group for future reference. Prepare a bulletin board display on a fiber from one of the major groups. Collect and mount labels with terms that refer to the selected fiber. Select and read information on a fiber used for clothing. Prepare and present a report to the class. Make a school survey to find out which fiber is most popular for school wear and analyze results. Conduct a spelling bee on the names of chemical and manufactured fibers as well as some of the less familiar natural fibers.

- .Specialty hair fibers--obtained from several families or species of animals
  - -camel
  - -alpaca
  - -llama
  - -vicuna
  - -goat
  - -ox
  - -reindeer
- .Silk--silkworm

--Mineral sources

Manufactured Fibers

--Natural sources

- .Rayon
- .Rubber
- .Triacetate
- .Acetate
- .Glass fiber

--Chemical Sources

- .Nylon
- .Acrylic
- .Creslan
- .Olefin
- .Polyester

--Blends

- .Blends
- .A combination yarn

Reasons for blending:

- .To obtain cross dyed effects or new color effects
- .To improve spinning, weaving and finishing efficiency for uniformity of product
- .To obtain better texture, hand or fabric appearance
- .For economic reasons--expensive fibers blend with more plentiful fibers
- .To produce fabric with better performance, i.e. polyester/cotton blends give more durable products than 100% cotton

Examples of Blends:

- .Polyester/cotton
- .Polyester/acetate
- .Polyester/nylon

Take a field trip to a fabric mill to observe the blending process. Hand in written report.

Visit a garment store. Note the label on garment. Look for blended fabric. Note the combination of each fabric.

Display garments of various blends for students to feel, touch, and study.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 282.

Burns, M. & Bishop, E. *Supersewing*. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 308-309.

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Kelly, J. & Eubanks, E. *Today's teen*. (Rev. ed.) Peoria, Ill.: Chas. A. Bennett Company, 1981, 155-159.

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Liddell, L. *Clothes and your appearance*. South Holland, Ill.: Goodheart-Willcox Company, 1977, 169-170.

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TEXTILES

TOPIC YARNS

SUB-TOPIC Classification

OBJECTIVES *After reading resource materials on yarns, the student will be able to cite reasons for adding textures to yarns.*

Given information on the types of yarns, the student will be able to tell the differences between simple and complex yarns.

Following a lesson on yarn construction, the student will be able to select examples of various kinds of yarn construction and discuss differences.

CONTENT	STUDENT LEARNING ACTIVITIES
Yarn --Group of fibers or filaments spun or twisted into a continuous length	Unravel a piece of yarn and observe its composition.
Adding Texture to Yarns --Add surface interest to fabrics --Increase bulk --Make lightweight fabrics less transparent --Increase wrinkle resistance --Increase the stretch and recovery properties	Compare a sample of muslin and percale. Note and explain reasons for the difference in texture.
Kinds of Yarns --Simple yarn (uniform) .Defined--single strand or of several parts such as plies and cords --Complex yarn (nonuniform) .Defined--two parts which are similar in size, fiber content, twist, or general appearance	State differences between simple and complex yarns. Find examples of simple and complex yarns. Explain the classification of each sample.
Yarn Construction --Spun yarn .Defined--twisting short, staple fibers .Example crochet yarn	

- --Monofilament yarns
  - .Defined--one strand of filament used as a yarn
  - .Examples
    - -hoisery
    - -laces
    - -plastic-like thread
- --Multifilament yarns
  - .Defined--many filaments are twisted to form yarn
  - .Examples
    - -silk
    - -textured yarn
- --Ply yarn
  - .Defined--twisting together two or more single yarns
  - .Examples
    - -Home knitting
    - -Crochet
- --Cord yarns
  - .Defined--twisting of ply yarns together
  - .Example
    - -rope

Evaluate two pair of nylon hosiery: one made from filament yarns and one from staple yarns. Discuss the difference in appearance and feel.

Discuss how yarn construction affects durability and care of fabrics.

Collect labels or advertisements of fabrics and threads that have terms "cord" or "ply" yarn.

a.Give reasons for using each type of yarn.

b.Name garments for which each kind of yarn is used.

RESOURCES

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 246-249, 255-258.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 393-398.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 194-196.

McDermott, I., Norris, J. & Nicholas, J. Homemaking for teen-agers: Book II (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 223-227.

Paolucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 208-209.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 61-62.

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Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 113-114.

TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Basic Weaves (Plain, Satin, Twill)

OBJECTIVES After reading information on weaves, the student will be able to explain the process of weaving.

Given samples of cloth, the student will be able to identify the basic types of weaves, recall characteristics of each type, and name fabric examples.

CONTENT	STUDENT LEARNING ACTIVITIES
Weaving --Process of producing cloth or fabric by interlacing at least two sets of yarns at right angles	Demonstrate the weaving process. Use paper strips and interlace to make a woven mat. Construct small samples of basic weaves using narrow strips of colored paper or colored yarn.
Plain Weave --Each filling yarn passes alternately over and under each warp yarn. .Characteristics of weave -most common weave -less absorbent than other weaves -wrinkles easily -closely woven, very strong	Make a display of the different types of weaves; use fabric samples of each weave. List the characteristics and use of each weave.
.Examples Organdy Muslin Batiste Gingham Percale .Variation of plain weave Basket weave--two or more filling yarns interlaced with the same number of warp yarns .Examples--Monk's cloth, Oxford cloth .Rib Weave--variation of the plain weave in which the filling yarns are larger in diameter than are the warp yarns .Examples--Broadcloth, Poplin, Grosgrain	Construct a booklet on the basic weaves including a collection of fabric examples.

Twill Weave

- Each warp or filling yarn floats across two or more filling or warp yarns with a progression of interlacings by one to the right or left to form a diagonal line.
  - Characteristics of weave
    - Close in texture, heavier and sturdier than plain weaves
    - Firm and durable
    - Resists wrinkles
    - Hides soil
  - Examples of weave
    - Denim
    - Ticking
    - Drill
    - Gabardine
  - Variation of weave
    - Herringbone weave--twill line reversed at regular intervals to give a design that resembles the backbone of a fish

Satin Weave

- Each warp yarn floats over four filling yarns and interlaces with the fifth filling yarn, with a progression of interlacings by two to the right or left
  - Characteristics of weave
    - Lustrous appearance
    - Snags easily
  - Examples
    - Satin
      - Made with filament fibers
    - Sateen
      - Variation of satin weave
      - Made with staple fibers
- Sateen weave
  - Fabric woven the reverse of satin with the floats in the filling yarn and made of cotton
  - Examples
    - Cotton sateen
    - Damask

RESOURCES

Textbooks

Burns, M. & Bishop, E. *Super sewing*. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 310-313.

Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 259-260.

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Jones, J. *Clothing--Your way*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1977, 23-26.

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Levy, L. & Feldman, B. *Textile workbook* (Rev. ed.). Belmont, Calif.: Pitman Publishers, 1970.

Liddell, L. *Clothes and your appearance*. South Holland, Ill.: Goodheart-Willcox Company, 1977, 196-198.

McDermott, I., Norris, J. & Nicholas, J. *Homemaking for teen-agers: Book II* (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 228-231.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. *Guide to modern clothing* (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 68-69.

Textile handbook (5th ed.). Washington, D. C.: American Home Economics Association, 1974, 43.

Vanderhoff, M. *Clothes, clues, and careers*. Lexington, Mass.: Ginn and Company, 1981, 115-116.

Vanderhoff, M., Franck, L. & Campbell, L. *Textiles for home and people*. Lexington, Mass.: Ginn and Company, 1973, 103-111.

TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Complex Weaves

OBJECTIVE *After reading selected references and listening to a class discussion the student will be able to recognize examples of complex weaves.*

After examining and testing samples of the complex weaves, the student will be able to compare the different weaves as to appearance, strength, and durability.

CONTENT	STUDENT LEARNING ACTIVITIES
Decorative or Novelty Complex Weaves --Pile weave--Interlacing of three sets of yarns in such a manner that one set forms loops or cut ends on the surface of the cloth .Characteristics of weave -absorbent -warm -drape nicely -reflect light differently according to direction of nap .Examples of weave -velvet -velveteen -corduroy -terry cloth	Examine samples of complex weaves with a microscope. Identify weave and fabric sample. Survey personal weaving apparel and note types of complex weaves used in your garments.
--Leno Weave--Two sets warp yarns which are interlaced around one set of filling yarns .Characteristics of weave -net-like appearance -add stability to sheer fabrics .Examples -Marquisette -Mosquito netting -Shipping sacks for fruits and vegetables	Prepare a report on basic characteristics and uses of various types of complex weaves.
--Jacquard Weave--Warp yarns are individually controlled by rods which, in turn, are controlled by a series of	

punch cards. Perforations in the cards determine which warp yarns are raised as the filling yarn passes through to create the design.

- .Characteristics of weave
  - -Design on one side, texture or color is background fabric on the other side and vice-versa.
  - -Design is satin weave and the background plain weave
- .Examples
  - -Brocade
  - -Damask
  - -Tapestry cloth

--Dobby Weave--Small figured or geometric designs, repeated throughout a fabric are woven by a dobby attachment on a plain harness loom.

- .Characteristics of weave
  - -Durable
  - -Strong
- .Examples
  - -Madras
  - -Birdseye
  - -Huck toweling
  - -Pique

--Swivel and Lappet weaves--Surface of plain fabrics can be decorated with small designs, dots, and other patterns woven into the surface of the fabric

- .Characteristics of weaves

- .Examples
  - --Dotted swiss

--Double cloth weaving--two fabrics are woven as separate layers on the loom and attached together during the weaving process with extra yarn.

- .Characteristics of Weave
  - -different weave used in each layer
  - -yarns of different colors and fiber contents used in layers
- .Examples
  - -double-faced blankets
  - -coating materials

RESOURCES

Textbooks

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: Lippincott Company, 1974, 313-314.

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TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Knitted (Types, Characteristics)

OBJECTIVES *After examining samples and reading selected references on knit fabrics, the student will be able to explain the advantages and disadvantages of using knit fabrics for garments.*

Given resources to study, the student will be able to name the basic categories of knit and identify characteristics of the various types of knits.

CONTENT	STUDENT LEARNING ACTIVITIES
Knitting Method of fabric construction in which loops of yarn are interlocked in either the lengthwise or crosswise direction	
Advantages of Knit Fabrics --Comfortable --Neat --Elastic --Good wrinkle recovery --Laundered easily --Versatile	Hold a group discussion on advantages of knit fabrics for wear and for garment construction. List garments in wardrobe that are knit. Tell why you do or do not like knit fabrics.
Disadvantages of Knit Fabric --Stretches out of shape easily --Shrinks easily --Retains heat and moisture --Snags when worn	
Basic Categories of Knits --Weft knits--one continuous strand of yarn runs crosswise to form a horizontal row of interlocked loops. --Warp knits--process of interlooping many parallel yarns to form loops in the lengthwise direction of the fabric	View examples of each category of knit; identify the type of knit.
Types of Weft Knits --Double knit--two interlocked layers that cannot be separated	Study samples of different types of weft knits. Determine the characteristics of each type of knit.

.Characteristics
 -Same appearance on the face and back sides
 -Drapes well
 -Retains shape
 -Is stable
 -Resists wrinkles

--Single knit--made with only one yarn and with a definite right and wrong side
 .Characteristics
  -Lightweight
  -Soft and supple
  -Cut edge curls
 .Examples
  Tricot, jersey, matte jersey

--Interlock knit--smooth surface on both sides but has less elasticity than other weft knits

 . Characteristics
  -It tends to run from one end.
  -Seam edges must be finished.

Types of Warp Knits

--Tricot-warp knit fabric with vertical wales or rows of loops running lengthwise on the face of the fabric
 .Characteristics
  -Run proof
  -Non-raveling
  -Good stability, elasticity and drapability
 .Examples
  -Lingerie fabric
  -Jersey

--Raschel knits--lacy open-work and surface patterns
 .Characteristics
  -Yarns are textured to give special interest.
 .Examples
  -Thermal underwear
  -Laces
  -Bridal veil

Explain the differences between double knits and single knits

Discuss differences between tricot and raschel fabrics.

Provide fabric swatches of knit fabric. Compare strength and stability of knits to woven fabrics.

RESOURCES

Textbooks

Burns, M. & Bishop, E. *Super sewing*. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 168-173, 316-317.

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TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Matted, Bonded/Interlocking, Braided, Knotted, Twisted, or Looped

OBJECTIVES *Given information on the minor methods of fabrication, the student will be able to identify, list characteristics, and give examples and uses of the minor processes in making textiles.*

CONTENT	STUDENT LEARNING ACTIVITIES
Matted Fibers --Applying resin, heat, moisture, and pressure to interlock fibers.	Collect several felt items. Examine fibers to determine composition and characterisitcs.
Characteristics of Matted Fibers --Weak fiber --Nonstretch --Versatile --Used on household items that require no edge finish	Test felt for strength. Compare with knit fabric.
Examples --Felt --Interfacing fabrics	
Bonded Fabrics --Two fabrics made to adhere together by an adhesive or a flame-foam process.	Read references and explain the definition of bonded fabrics View swatches of bonded fabric. Discuss advantages and disadvantages of bonded fabrics.
Advantages of Bonded Fabric --Self-lining --Reduces sewing time --Can eliminate interfacing, underlining, stay-stitching, seam finishing --Up-grade cheap fabrics	
Disadvantages of Bonded Fabric --Does not hold a sharp crease --Usually bonded off-grain --Hems, darts, and facings are stiff --Bonding may separate from fabric --Does not use expensive fabric --Uneven shrinkage --Poor drape	

Methods of Bonding Fabric

- Wet-adhesive method--adhesive is applied to the underside of the face fabric and the liner fabric is joined by passing through rollers.
- Foam-flame process--polyurethane foam acts as the adhesive for the face fabric.

Sewing Hints for Bonded Fabrics

- Use a pattern with simple styling.
- Do not finish seams.
- Use grain on the face fabric for pattern placement.
- Press only on right side.
- Mark with tailor tacks.

Braiding

- Three or more yarns are interlaced lengthwise and diagonally to form a fabric.

Types of Braids

- Flat--strips or narrow flat tapes
- Round or tubular--may be hollow or have a center core of some material

Uses for Braiding

- Handmade rugs
- Trim for garments
- Straw hats
- Cords and tapes
- Elastics

Knotted Fabrics

- Interlacing or interlooping of threads

Characteristics of Knotted Fabrics

- Hard to unravel
- Light in weight
- Open weave

Examples of Knotted Fabrics

- Tulle
- Net
- Macrame
- Laces
- Tatting

Looped Fabrics

- Single strand of thread is used with special bond to form loops as fabric is made.

Visit a local fabric shop. Determine the demand for bonded fabrics.

Display examples of braided, knotted, and looped fabrics. Discuss types, characteristics, and uses of each fabric type.

Examples of Looped Fabrics --Narrow edging --Crocheted dresses and sweaters	

RESOURCES

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TEXTILES

TOPIC DESIGN

SUB-TOPIC Dyeing

OBJECTIVES *After reading selected references, the student will be able to define the term dyeing.*

Upon the completion of a discussion on dyeing processes, the student will be able to examine fabric samples and name the dyeing process used on the fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Dyeing --Process of adding color to fiber, yarn, or fabric	Define dyeing.
Types of Dyeing Processes --Fiber dyeing .Defined -Fibers are dyed before they are spun into yarn. .Methods of fiber dyeing -Solution dyed--in manufactured fibers the dye is added to the thick liquid before it is forced through the spinneret	Examine several fabric samples. Determine which type of dyeing process was used on fabric. Identify, mount, and assemble on a bulletin board fabrics that have been dyed at various stages.
-Stock dyed--in natural fibers, the dye is added to the loose fibers --Yarn dyeing .Yarns, wound onto spools .Yarns placed in a dye bath to dye .Examples of use -plaids -stripes --Piece dyeing .Color is added after the fabric has been made .Characteristics -Very common -Usually solid colors -Easy and inexpensive --Cross dyeing .Fabric made of two or more fibers placed in dye bath resulting in a different	Tie dye a tee shirt.

color for each fiber
--Union dyeing
.Fabric composed of two or more fibers placed in a dye bath resulting in the finished fabric being a solid color.

RESOURCES

Textbooks

Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 262.

Faiola, T. & Pullen, J. *The McGraw-Hill guide to clothing*. New York: Webster Division, McGraw-Hill Book Company, 1982, 80-85.

Gawne, E. *Dress* (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 419-421.

Levy, L. & Feldman, B. *Textile workbook* (Rev. ed.). Belmont, Calif.: Fearon Pitman Publishers, 1970.

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TEXTILES

TOPIC DESIGN

SUB-TOPIC Characteristics and Methods of Printing Design

OBJECTIVES *Given information on printing, the student will be able to explain the term printing and recall characteristics of the type of design.*

Following a discussion of methods used for printing fabrics, the student will be able to identify and explain methods used in printing fabrics.

CONTENT	STUDENT LEARNING ACTIVITIES
Printing --Application of color and pattern to fabric surfaces	
Characteristics of Printed Designs --Wrong side is lighter than the right side of fabric	
Methods of printing fabrics --Direct roller printing .Separate cylinder used for each color .Cloth passes through rollers with each one transferring the color and pattern to the fabric --Rotary screen printing .Dye is forced through a pattern of holes in cylinder screens which roll over the fabric leaving designs --Discharge printing .Dyed cloth is passed between engraved rollers containing a bleaching substance that removes color from the fabric to achieve effects such as stars or dots --Duplex printing .Direct printing applied to both sides of fabric to make it reversible resulting in an expensive and rarely used process	Prepare a flip chart to share ways of printing fabric and to explain each method. Devise a game using methods of printing fabric and their definitions. Using linoleum block or potato block, print a square of fabric to be made into a scarf.

- --Resist printing
  - .White or light fabric printed with a substance that resists dye so that said areas remain white after dyeing
- --Photographic printing
  - .A photograph that is applied to the cloth by direct or silk screen painting
- --Screen printing
  - .Stenciling process in which a film with a design is adhered to a silk screen for each color in the print
- --Warp printing
  - .Design is printed on the warp yarns before the filling yarns are woven into the cloth

Collect and make a display of printed fabric samples. Identify the method used to apply design.

RESOURCES

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 263.

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TEXTILES

TOPIC DESIGN

SUB-TOPIC Selection and Kinds of Surface Designs

Objective *Following a study of surface designs used on various fabrics, the student will be able to explain the meaning of surface designs and identify the various kinds of surface designs applied to fabrics*

CONTENT	STUDENT LEARNING ACTIVITIES
Surface Designs --Pattern or color applied to fabric that modifies the appearance by either mechanical or chemical means .Examples -embossing -flocking -hand-painting -moire -glued-on-trim	Explain the term "surface designs." Collect and mount examples of surface designs.
Selecting Surface Designs --Judge effect of design on wear life and care of garment.	
Kinds of Surface Designs --Flocked .Fabric is printed with an adhesive substance in a specific design. --Embossed .Engraved rollers apply heat or chemicals to produce raised designs on surface of fabric. --Hand painted .Textile paints are applied by hand on surface of fabric to create designs. --Moire .Roller machine or chemical process applied to fabric to produce a wavy design on fabric. --Glued-on-trim .Glues or adhesives hold designs on fabric	View examples of fabrics with surface designs. Classify according to kind of design. Formulate rules for caring for fabrics with surface designs.

RESOURCES

Textbooks

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 424-426.

Levy, L. & Feldman, B. Textile workbook (Rev. ed.). Belmont, Calif.: Fearon Pitman Publishers, 1970.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 77.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Values and Life Cycle

OBJECTIVE *Given a chart with values related to clothing, the student will be able to identify clothing values that change as the family life cycle changes.*

CONTENT	STUDENT LEARNING ACTIVITIES
Influence on Clothing Change --Influences in contemporary living cause clothing values to change through the life cycle. .Custom and tradition (garments of the religious, wedding gowns) .Family, friends, and community .Change in social status .Geographical area .Advertising .Credit purchases	Read applicable parts of Packard's books: The Status Seekers and The Waste Makers. How do economic considerations influence clothing behavior? What values underlie clothing choices based on consideration as "planned obsolesence"? OR Use popular movies or television shows.
Emerging Roles --Values change as roles in the family life cycle emerge .Infancy -comfort .Early childhood -efficiency .Kindergarten -comformity .Elementary school -modesty and self confidence .Adolescense -conformity and sex appeal .Adulthood -prestige, beauty .Older ages -self-esteem, comfort, and efficiency	Prepare a bulletin board on clothing needs for each stage in the life cycle. Identify clothing needs for various stages of the life cycle. How can clothing be modified for illnesses?

RESOURCES:

Textbooks

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ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Selection and Features of Children's Clothing

OBJECTIVES *Following the observation of a kindergarten class and studying selected resources on children's clothing, the student will be able to explain important considerations for clothing a child.*

After viewing specific examples of children's clothing and discussing clothing features, the student will be able to list general guidelines for selecting children's clothes.

Utilizing established criteria for the design of children's clothing, the student will be able to analyze quality features of children's clothing.

CONTENT	STUDENT LEARNING ACTIVITIES
Importance of Clothing to a Child --Appearance similar to that of other children --Acquire attention and approval --Ownership and responsibility --Independence and self-confidence --Freedom for activity --Allows decision making --Allows creativity and use of imagination	List factors related to the importance of clothing for children. Visit a kindergarten class and list types of clothes the children are wearing. Discuss similarities in clothing.
Factors to Consider Prior to Selecting Clothes for Children --Growth pattern of child --Amount in budget for clothing --Number of garments that can be recycled --Amount of wear and tear child gives to clothing --Reused garment can be worn by another child in the family	Survey selected mothers of children. What factors do they consider before selecting clothes for their children?

Guidelines for Selecting Children's Clothing --Garment design .Growth features .Self-help features --Proper fit --Quality workmanship --Characteristics of fabric --Care requirements	Show examples of children's clothes. Show quality features on the clothes. Have some clothes that are poor quality so comparisons can be made.
Garment Design --Style--simple, attractive, and appealing --Becoming to child --Suitable for one's personality --Self-help and growth features --Provides for freedom of movement, comfort, and safety	Bring an example or picture of a child's garment. Using criteria for garment design, evaluate use of garment for specific individual. Debate the effect of choice of clothing on children's personality.
Examples of Self-Help Features --Front openings --Large armholes --Zippers --Large buttons --Snaps --Stretch fabrics	Collect and mount pictures of children's clothing depicting growth and self-help features Name some guidelines for helping a child learn to dress.
Examples of Growth Features --Adjustable straps --Tucks --Deep hems --Indefinite waists --Two-piece garments	
Safety Features in Children's Clothing --Flame retardant finishes --Reinforcements for knees and elbows --Elastic at neck --Smooth hemmed pants or long skirts --Bright colors --Protective shoes	Arrange a display of children's garments to show safety features.
Quality Features in Children's Clothing --Shrinkage free fabrics --Adjustable features --Reinforcement at points of strain --Double knee trousers --Suitable trim --Soft, firmly woven or knitted fabrics	Make a collage of pictures from catalogues showing quality features in children's clothes. Invite a buyer to speak to the class on "how to buy quality in ready-to-wear" children's clothing.

Fabric Selection --Comfortable to skin --Wrinkle resistant --Washable --Soil resistant	Bring to class articles of clothing from younger sister or brother. Point out construction features.
Care Requirements --Colorfast --Machine washable --Minimal ironing --Shrink resistant	Analyze examples of clothing according to criteria established for selecting a suitable fabric. Shop from a catalog. After selecting an item, analyze the choice.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 135-137.

Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 169-170, 307-310, 331-333.

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Bulletins

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How to select infants' and children's clothing. Chicago, Ill.: Sears, Roebuck and Company, 1980.

Landry, L. *Buying clothes for small children*. Madison, Wis.: University of Wisconsin Cooperative Extension Service.

Rader, H. *Buying children's clothing*. Knoxville, Tenn.: University of Tennessee Agricultural Extension Service, 1972.

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Rue, Sonja. *Buying clothes for children*. Fargo, N. D.: North Dakota State University Cooperative Extension Service, 1975.

ECONOMIC ASPECTS OF CLOTHING

TOPIC	FAMILY CLOTHING
SUB-TOPIC	Children's Clothing--Measuring and Sizing, Workmanship, Buying Tips
OBJECTIVES	*Following a discussion on measuring for children's clothing, the student will be able to demonstrate how to measure the body for garment size.* *Using the recorded body measurements of a child, the student will be able to read the sizing charts to determine correct size for purchased clothing or pattern selection.* *After establishing standards of good workmanship in children's clothing, the student will be able to identify qualities of workmanship essential to children's clothing.* *Given information on buying tips for children's clothing, the student will be able to choose specific clothing items for a child's wardrobe.*

CONTENT	STUDENT LEARNING ACTIVITIES
Reason for Measuring for Size --Changes in body shape --Variation in proportions	Prepare a list of directions on how to measure children for fit.
Recorded Measurements for Size --Breast .Underarms over fullest part of chest in front, just under the shoulder blades in back --Waist .Around natural indentation --Hips .Around fullest part of buttocks --Back waist length .Prominent bone at base of neck to waist --Shoulder length .From top of arm, over bent elbow, to waist --Crotch depth .With child seated on a firm chair, feet flat on floor, measure from waist to chair seat	

Determining Size for Clothing

--Height and weight
--Body measurements
--Commercial garments
--Garment design

Size Groups for Children's Clothing

--Infants and babies (3mo-36mo)
--Toddlers (1-4)
  .Cut roomy at waist
  .Broader pants to cover diaper
--Children (2-6x)
  .Styles are grown-up in older age groups
--Girls (7-14)
--Boys (7-20)
  .Allowance is made for increase in height and weight

Basis for Standards on Sizing Children's Clothing

--Height and weight
--Chest, waist, and hip measurements

Qualities of Workmanship

--Fine grainline
--Smooth, plain seams
--Felled seams are flat and strong
--Machine stitches, 12 per inch
--Linings and interfacings are usually made from a different fabric than outer part of the garment but with same care instructions.
--Trimmings sewn on very well
--Reinforcement at points of strain.
--Hems--wide, even, and stitched well

Considerations for Children's Clothing

--Reusable garments in wardrobe
--Growth rate
--Garment wear
--Money budgeted for clothing
--Care labels on garments to read and follow

Record height and weight of a child in the family or one in the neighborhood and determine size to buy from the sizing charts.

Divide class into five groups. Make transparencies or other visuals showing the clothing a child in each age category needs. Age categories 1. Infant 2. Toddler 3. Children 4. Girls 5. Boys. Make group presentations to class.

Discuss with mothers of small children basic qualities of workmanship that are essential in clothing. Summarize ideas on board.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 135-137.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 169-170, 307-310, 331-333.

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Roberts, H. L. Children's clothing. Storrs, Ct.: University of Connecticut Cooperative Extension Service, 1972.

Rue, Sonja. Buying clothes for children. Fargo, N.D.: North Dakota State University Cooperative Extension Service, 1975.

ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Men's Clothing

OBJECTIVES *Given selected resources to read on fashion for men, the student will be able to cite reasons for high interest in men's fashion.*

Following an inventory of one's wardrobe and presentation on wardrobe planning, the student will be able to plan a wardrobe and coordinate garments using items on hand and select new fashion items in local stores.

Upon completion of a study of factors to consider in buying various clothing items, the student will be able to select needed pieces of clothing to complete a seasonal wardrobe.

CONTENT	STUDENT LEARNING ACTIVITIES
Interest in Men's Fashions --Influence from youth --Money and leisure --Individualism --Foreign influence --Wide media coverage --Functionalism --Back new trends to make money	Collect illustrations of men's clothing. Discuss how fashions have changed through the years. Take a field trip to a men's clothing store to view current styles, fabrics, and price ranges.
Wardrobe Planning for Men --Key wardrobe colors. --Use only one or two patterned fabrics. --Harmonize with or complement tie and suit color. --Keep texture of accessories congruent with garment and occasion. --Coordinate texture of shoes and belts.	List garments in wardrobe. Note colors, patterns, and textures. Invite a manager of a men's store to discuss coordinating a wardrobe. Plan a wardrobe for a male family member. Using a mail-order catalog, coordinate items of clothing, and calculate costs. Discuss factors involved in planning a man's wardrobe.
Effect of Body Build on Clothing Styles --Vertical lines .Tall and slender --Horizontal lines .Heavier appearance	Develop visuals depicting fashions designed for body build and size. Using specific clothing items, show the effect of different lines and colors on body builds.

Color Selection --Light and bright colors .Appear larger --Dark colors .Appear smaller	
Points to Consider Prior to Buying Clothing --Needs --Fit of clothing --Budget allocation	Identify points to review before buying clothes. Make a personal inventory of clothing items on hand.
Buying a Suit --Clothing budget --Fabric--color --Quality and workmanship .Straight grain .Matched patterns .Firm, closely woven lining .Close, even stitching on buttonholes --Good fit	Prepare a bulletin board or display that explains points to consider in buying men's clothing. Discuss factors involved in buying suits, shirts, and/or undergarments. Discuss the importance of physical comfort in selecting and wearing different types of wearing apparel.
Buying Shirts --Basic shapes .Regular .Contour shape .Tapered .Body shirt --Collar styles --Sleeve types --Fibers and fabric --Construction processes --Care requirements	Prepare a list of questions to ask a salesman on buying different types of men's clothing. FHA: Prepare exhibits of different types of garments for various occupations.
Buying Undergarments --Comfort --Types --Fabric types --Sizing --Construction details	Prepare a personal spending plan for clothing for a male college freshman.

RESOURCES

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 303-307, 318.

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Speece, J. Menswear: Measuring men and boys. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service.

Young men's clothing. Chicago, Ill.: Sears Roebuck and Company, 1980.

ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Women's Clothing

OBJECTIVES *Given information on how women are influenced by specific clothing decisions, the student will be able to explain why clothing is important to the wearer.*

After studying wardrobe needs for women in different roles, the student will be able to plan a woman's wardrobe for a specific situation.

Upon completion of garment evaluation of specific features, the student will be able to determine essential qualities of workmanship in women's clothing.

Following a comprehensive review of features in women's clothing, the student will be able to select clothing for specific needs of the woman.

CONTENT	STUDENT LEARNING ACTIVITIES
Importance of Clothing to Women --Goals --Social Expectations --Self-Image	Brainstorm ideas on importance of clothing for women. Debate the following: The importance women place on clothing influences their decisions about clothes.
Building a Wardrobe --Professional aspirations --General homemaking --Special activities --Physical requirements	Report on history of house dresses and work clothes.
Selecting Woman's Clothing --Correct size --Good workmanship --Colors and textures to harmonize with wardrobe --Becoming styles	Observe activities of a mother for one week. Arrange garments according to activity. Discuss the clothing needs for a working mother.
Desired Features in Women's Clothing --Becoming design --Warmth/coolness --Color --Fit --Workmanship --Fiber content and finishes	Prepare a collection of clothing and accessories for a. Mother/small children, b. Mother/civic activity, and c. Mother/business husband. Determine type of clothing women prefer for housework.
Measuring--Sizing for Women --Bust, waist, hip, back waist	

length measurements --Variations .Use hip measurement for a narrow-skirted dress. .Use bust measurement for a full-skirted dress.	Demonstrate the differencies in measurements between a narrow-skirted and a full-skirted dress. Determine from women's measurements the size needed by looking at mail order catalogs or pattern books.
Standards of Workmanship --Construction of seams and seam finishes --Durable fasteners --Construction details --Matching designs in fabric	Divide into groups of four and hand out commercial garments. Discuss the workmanship features. Report on ways to improve workmanship of garments.
Buying Tips --Care requirements --Proper fit --Fabric qualities and finish --Garment construction	

RESOURCES

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 293-303.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 62-63, 172-174.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 312-316.

ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Older Person's Clothing

OBJECTIVES *After reading resources and listening to a class discussion on clothing the older person, the student will be able to identify characteristics to use when selecting clothing designs for the older person.*

Upon completion of the study about clothing selection for the older person, the student will be able to compare features of clothing for older persons in relation to design, color, comfort, care, and manual dexterity and strength.

CONTENT	STUDENT LEARNING ACTIVITIES
Changes that Make Special Clothing Styles Necessary --Physical .Shift in weight distribution .Flabby arms .Limited energy .Stiffening of muscles --Economics .Reduced income --Sociological .Less active social life .Indefinite role --Psychological .Changes in values and self-concept .Maintenance of a positive self-image	Complete the crossword puzzle on Clothing for the Older Person.
Selecting Clothing Designs --Consideration of skeletal alignment --Location and prominence of body contours --Amount and distribution of weight --Coloring --Comfort --Body agility --Manual dexterity and strength	Create a bulletin board depicting appropriate clothing designs for the older person. Explain factors that may influence clothing designs for the older person.
Clothing Designs for the Older Person --Neck fullness	Interview an older person and inquire about desired features in clothing.

- --Raglan sleeves
- --Necklines with a softening effect
- --Extra sleeve width
- --Tucks and darts from shoulder
- --No waistline seam

Selecting Colors for Clothing

- --Muted colors of the middle values
- --Vary colors of fabric near the face

Clothes for Comfort

- --Protection from heat and sun
- --Absorb perspiration
- --Provide for air circulation
- --Smooth, soft, absorbent fabrics
- --Fiber selection

Designs for Manual Dexterity and Strength

- --Full-length front openings
- --Large zipper tabs that are easy to grasp
- --Large buttons and buttonholes
- --Different cut on sleeves

Garment Care

- --Fabrics with small, allover prints and surface texture
- --Fabrics which hold a press well

Invite grandparents to speak on special features of clothing which would aid the older person.

Divide class into groups. List pointers on selecting clothing for the older person.
Consider these points:
(1) Clothing design (2) Colors (3) Comfort (4) Manual dexterity and strength.

Solicit resources for obtaining special clothing for older persons.

Write a paragraph describing suitable clothing designs available for the older person.

Look at sample garments. Prepare a chart to show type of care these garments require.

FHA Ask a family relation or clothing specialist to speak on family clothing and the life cycle.

RESOURCES

Bulletins

Baker, M. Y. Always attractive in the elderly years. Corvallis, Ore.: Oregon State University Cooperative Extension Service, 1971.

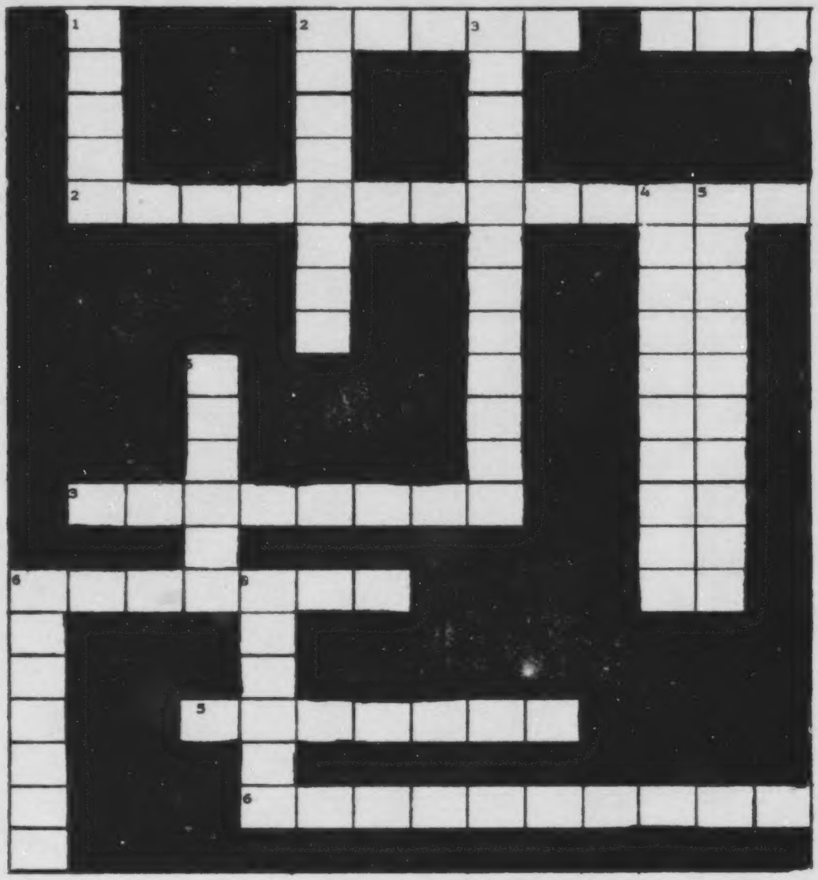
Dedic, B. J. Clothes for independent living--For the mature moderns. Lexington, Ky.: University of Kentucky Cooperative Extension Service, 1979.

Reich, N. Textile comfort features. Ithaca, N.Y.: Cornell University, 1980.

Retirement: Clothes for a new lifestyle. Little Rock, Ark.: University of Arkansas Cooperative Extension Service, 1976.

CLOTHING FOR THE OLDER PERSON

This word puzzle will help you to understand desirable features found on clothing for the older person. Read the statements and place the correct words in the numbered blocks.



ACROSS

1. Clothing feature for a person with stiff muscles or a disability.
2. Change in older person that refers to feelings about oneself.
3. Changes that occur as a person grows older.
4. Feelings an older person receives from being well-dressed.
5. Feature that is appreciated by older person who has figure problems and/or a physical disability.
6. Type of change that occurs when the older person retires.

DOWN

1. Physical characteristic that occurs to shoulders in older person.
2. Feature on clothing that promotes independence for childern as well as the older person.
3. Type of change in the older person that relates to association with others.

(continued on next page)

4. Clothes that allow the older person to move and carry things.
5. Feelings that are important to well-being for the older person.
6. People with special needs appreciate this feature on clothing (hyphenated word).
7. Children as well as the older person need clothes that have this quality.
8. As the older person retires this is reduced.

ECONOMIC ASPECTS OF CLOTHING

TOPIC SPECIAL NEEDS

OBJECTIVE *After studying the special clothing needs of handicapped persons, the student will be able to identify appropriate clothing variations for specific handicaps or age limitations.*

CONTENT	STUDENT LEARNING ACTIVITIES
Elderly and Handicapped Individuals may require special clothing styles and features --Physical status --Income --Social life activities --Psychological changes Determining Factors in the Selection of Clothes for Special Needs --Comfort and fit --Ease of putting on and taking off --Appropriateness to specific activities --Attractiveness and flattery	Make a poster depicting types of garments suitable for special needs. Talk to an older person and a younger person with special needs and determine changes needed in clothing/textiles with changes in age. Prepare a checklist on clothes used for special needs. Seek sources of help for individuals with special needs in clothing. Compile a catalog of information for reference in inquiries. Invite guest speaker from clothing store that carries a line of clothes for special needs.

RESOURCES:

Textbooks

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 183-184.

Bulletins

Baker, M. Always attractive in the elderly years. Portland, Ore.: The Oregon State University Cooperative Extension Service, 1971.

Clothes to fit your needs. Berkley, California: The University of California Extension Service, 1979.

Mead, M. Clothing for people with physical handicaps. Urbana Ill.: The University of Illinois at Urbana. Champaign Cooperative Extension Service, 1980.

ECONOMIC ASPECTS OF CLOTHING

TOPIC SHOPPING FOR CLOTHING

SUB-TOPIC Pre-determined Goals

OBJECTIVES *After studying selected resources on shopping for clothing, the student will be able to name and briefly explain setting pre-shopping goals.*

Given information on budgeting, the student will be able to design a budget for a specific situation and individual.

Following a study of policy and procedures for shopping, the student will be able to demonstrate the procedures established by the marketplace.

CONTENT	STUDENT LEARNING ACTIVITIES
Pre-determined Goals --Needs --Wants --Budgets	Discuss reasons for planning one's wardrobe.
Variations in Clothing Budgets --Income --Family size --Locality --Socioeconomic status	Study family clothing budgets from commercial sources. Determine the division of the clothing budget for family members. Design a clothing budget for a hypothetical family.
Planned Spending --Where to shop --When to shop --Ways to purchase --Cost effectivenes	Discuss factors that influence cost of clothes. List ways that savings in the clothing budget can be effected. Estimate money spent on clothing during the past year. How can that expenditure be extended to the current year? Determine if the amount spent for each family member is a fair share of the clothing dollar. Plan a clothing budget for a year for a family of four using quotes from Sears, Penney's, or Montgomery Ward catalogs.
Policies and Procedures for Shopping --Return items --Damaged goods --Bargains vs. Specialities	Role play situations that illustrate use of policies in shopping (Example: Returning items or damaged goods.)

--Lay-aways --Cash vs. credit	Debate both sides of the issue Cash vs. Credit. Summarize points on chalkboard.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 232-233, 290-295.

Cross, A. Enjoying family living. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 212, 283-284, 294-297.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 156, 164-167.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 37-38, 149-159.

Jones, J. Clothing--your way. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1977, 116-125.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 85-86, 150-152.

Paolucci, B., Faiola, T. & Thompson, P. Personal perspectives (2nd ed.). New York: Webster Division, McGraw-Hill Book Company, 1978, 243-246.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 92, 94, 99-107.

Bulletins

How to set up a clothing budget: Forecast for Home Economics. March, 1978.

Williams, E. Quality before you buy. Baton Rouge: Louisiana State University Cooperative Extension Service, 1972.

Wilson, R. A. Investment in dressing. University Park: Pennsylvania State University Extension Service, 1979, 14-16.

ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPIC Minor and Other Changes in Recycling Garments

OBJECTIVE *After making a wardrobe inventory, the student will be able to determine the tasks involved in extending a wardrobe by recycling selected items currently in the wardrobe.*

CONTENT	STUDENT LEARNING ACTIVITIES
Minor tasks involved in Recycling --Adjust hem lengths (skirts, pants). --Replace buttons, hooks, fasteners. --Sew ripped seams. --Add a new accessory (belt, scarf, pocket). --Add a seam finish for raveling edges. --Re-work buttonholes. --Cut a too-short long sleeve and hem for a shorter sleeve. --Alter width of legs on pants. --Alter waistline size.	Students should make a written plan for recycling an item: *Identify the garment to refashion. *Explain how it is to be done. *List the supplies and equipment needed. *Provide the procedure to be used. *Determine cost-effectiveness of the task. *Evaluate procedure according to success and wearability.
Other Changes --Appliques, embroidery --Decorative stitching --Dyeing --Tie-dyeing --Painting designs on fabric --Darning --Patching --Changing collar/cuffs --Adding length to pants/ skirts --Altering jackets --Adding a lining for a jacket or coat	Use same procedure as given, except work through a project where items at home too small or too large for a family member are used. Evaluate for cost-effectiveness, success, and use.

RESOURCES

Textbooks

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 141-143.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 623-625.

Jones, J. Clothing--Your way. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 102-107.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 102-103.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 216-217.

Vanderhoff, M. Clothes, clues, and careers. Lexington, Mass.: Ginn and Company, 1981, 320-331.

Bulletins

Clark, K. Today's look with yesterday's clothes. Morgantown, W. Va.: West Virginia Cooperative Extension Service, 1977.

Don't let your clothes get dated--Re-create. Storrs, Conn.: University of Connecticut Cooperative Extension Service, 1976.

Gotwals, L. M. Recycle your wardrobe. West Lafayette, Ind.: Purdue University Cooperative Extension Service.

Koester, A. W. Decisions about recycling clothing. Corwallis, Ore.: Oregon State University Extension Service, 1976.

Landry, L. Clothes with a new look. Madison, Wis.: University of Wisconsin Extension Service, 1975.

Rader, H. Recycle your unwearables. Knoxville, Tenn.: University of Tennessee Agricultural Extension Service, 1972.

Rags to riches. Lexington, Ky.: University of Kentucky Cooperative Extension Service, 1980.

Rankin, V. Clothes closet ecology. Columbia, Miss.: Columbia Extension Division, 1978.

Recycle your wardrobe. Moscow, Id.: University of Idaho, Cooperative Extension Service, 1975.

Roberts, W. J. & Mosher, K. L. Second time around. Little Rock, Ark.: University of Arkansas Cooperative Extension Service, 1978.

Spiece, J. Restyling or remodeling a garment. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service, 1978.

Wilson, R. A. Investment in dressing. University Park, Pa.: Pennsylvania State University Cooperative Extension Service, 1979.

Other Resources

Dewey, M. Teaching home economics to special students. Portland, Me.: J. Weston Walch, 1976, 61-65.

ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPIC Recycle an Item of Clothing

OBJECTIVES *After small group discussion with individual guidance from the teacher and with illustrations, examples, proper equipment and supplies, the student will be able to refashion or mend a minimum of two garments.*

Provided guidance and an opportunity, the student will be able to make a new garment or item from a previously discarded one.

CONTENT	STUDENT LEARNING ACTIVITIES
Refashion Garments --Determine the validity in the project. --Review examples and step-by-step procedures available. --Follow basic principles for appearance and construction.	Prepare a bulletin board entitled "Creative Fashions--Recycled." Display examples of garments before and after recycling. Make a list of at least 10 items which could be used to recycle a fashion item. Compute costs and time required.
Making a New Item from Discards --Shorts or cut-offs from pants too short or worn at knees --A tote-bag or back-pack from jeans too small --A straight skirt from flared or circular skirt --Vests from skirts or from men's pants --Holiday gifts or decorations from scraps or appropriate fabrics --Home furnishings from suitable fabrics	Determine fabrics, procedures and design to use for a special project. Use basic construction techniques to develop a useful/decorative item from discards. Determine if the project could be part of an FHA fund raising activity as well as learning basic skills for application on a home experience (extend the classroom).

RESOURCES

Textbooks

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 141-143.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 623-625.

Jones, J. Clothing--Your way. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 102-107.

Liddell, L. Clothes and your appearance. South Holland, Ill.: Goodheart-Willcox Company, 1977, 102-103.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 216-217.

Bulletins

Clark, K. Today's look with yesterday's clothes. Morgantown, W.Va.: West Virginia Cooperative Extension Service, 1977.

Don't let your clothes get dated--recreate. Storrs, Conn.: University of Connecticut Cooperative Extension Service, 1976.

Gotwals, L.M. Recycle your wardrobe. West Lafayette, Ind.: Purdue University Cooperative Extension Service.

Koester, A. W. Decisions about recycling clothing. Cowallis, Ore.: Oregon State University Extension Service, 1976.

Landry, L. Clothes with a new look. Madison, Wis.: University of Wisconsin Extension Service, 1975.

Rader, H. Recycle your unwearables. Knoxville, Tenn.: University of Tennessee Extension Service, 1972.

Rags to riches. Lexington, Ky.: University of Kentucky Cooperative Extension Service, 1980.

Rankin, V. Clothes closet ecology. Columbia, Miss.: Columbia Extension Division, 1978.

Recycle your wardrobe. Moscow, Id.: University of Idaho, Cooperative Extension Service, 1975.

Roberts, W. J. & Mosher, K. L. Second time around. Little Rock, Ark.: University of Arkansas Cooperative Extension Service, 1978.

Spiece, J. Restyling or remodeling a garment. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service, 1978.

Wilson, R. A. Investment in dressing. University Park, Pa.: Pennsylvania State University Cooperative Extension Service, 1979.

Other Resources

Dewey, M. Teaching home economics to special students. Portland, Me.: J. Weston Walch, 1976, 61-65.

ECONOMIC ASPECTS OF CLOTHING

TOPIC **EXTENDING CLOTHING RESOURCES**

SUB-TOPIC Alteration of Custom-Constructed Clothes

OBJECTIVES *Given general requirements for wearing ease in a garment, the student will be able to explain factors that affect wearing ease in a garment.*

Given types of alterations used on custom-constructed clothes, the student will be able to demonstrate how to make needed alterations on specific areas of garment.

CONTENT	STUDENT LEARNING ACTIVITIES
Altering a Custom-Constructed Garment --Amount of ease needed --Arrangement of fabric grain --Placement of seam lines, darts, and design details	
Wearing Ease in a Garment --Personal preference --Figure --Size of person --Purpose of garment --Fabric-thickness and stretch --Design and cut of garment	Discuss factors affecting wearing ease in a garment. Show examples to illustrate.
Minor Adjustments after Cutting --Changing size of seams --Relocating darts for better shaping	
Alterations for Individual Measurements --Shoulder and neckline --Chest and bust --Back --Armhole and Sleeves --Waistline --Hip, abdomen, and derrière --Skirt, dress, or pant length	Identify the types of alterations needed on personal clothes. Use the decision-making process to decide on a method to alter a garment. Select a garment and make necessary alterations. Using an altered garment, evaluate the accuracy/effectiveness of the alterations.
Standards for Fit of a Custom-Constructed Garment --Lengthwise and crosswise grain-structural lines --Silhouette lines of garment parallel general body outline	

--Garment hangs straight --Adequate ease --Silhouette of garment same on both sides	

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 345-346.

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 48-56.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 418-419.

Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 285-298.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 281-283.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 469-470.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 183-186.

Iowa Home Economics Association. Unit method of clothing construction (6th ed.). Ames, Ia.: Iowa State University Press, 1979, 26-42.

Jones, J. Clothing--Your way. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 86-90.

Kelly, J. & Eubanks, E. Today's teen (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 227-228.

New Simplicity sewing book. New York: Simplicity Pattern Company, 1979, 195-204.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 249-256.

ECONOMIC ASPECTS OF CLOTHING

TOPIC	ENERGY NEEDS
SUB-TOPICS	Factors Affecting Thermal Comfort While Using Clothing to Save Energy Conserving Energy While Sewing Effect of Energy on Future Wardrobes
OBJECTIVES	*After reading selected references, followed by discussion in class, the student will be able to identify factors affecting thermal comfort.* *Following class discussion on methods of heat transfer, the student will be able to list the different ways to regulate internal temperature.* *Given the factors which affect thermal comfort and the methods of heat transfer from the body, the student will be able to use clothing to save energy.* *After reading selected references, followed by class discussion and activities, the student will be able to demonstrate ways to conserve energy via clothing wardrobes.* *Having understood the effect of the rising cost of energy on synthetic fibers and appliances, the student will be able to select durable fabrics and clothing which will help save future energy.*

CONTENT	STUDENT LEARNING ACTIVITIES
Relationship of Clothing to Energy --Clothes worn affect personal comfort and efficiency. --Clothing worn can affect household energy (air conditioning or heating).	Discuss reasons for dressing according to climatic conditions.
Methods of Heat Transfer --Conduction --Convection --Radiation --Evaporation	Explain the terms: conduction, convection, radiation, and evaporation. Discuss everyday-life examples of the methods of heat transfer.
Thermal Comfort --Feeling of satisfaction with the surrounding environment	Read references on factors affecting thermal comfort.
Factors Affecting Thermal Comfort --Physical activity	

--Environmental conditions --Clothing	Brainstorm ways through which the factors affect a person's thermal comfort.
Variation in Thermal Comfort --Feeling varies from one person to another	
Clothing Features vs. Transfer of Temperature --Fiber content --Fabric construction --Color --Clothing design and fit .Moderate draping .Size of neck and sleeve openings --Cleanliness --Finish --Layering inner wear --Accessories .Closed toe vs. open toe shoes	Discuss how special clothing features can help save energy. Calculate personal energy use for a selected period of time. Evaluate the effects of clothing on energy use.
Functions of Clothing --Breathability --Insulation --Protection	Brainstorm how factors affect heat escapes, insulation, and/or protection.
Approach to Energy Conservation --Proper selection of clothes --Layering of clothing to body --Study of current wardrobe to make wise choices	Discuss different ways one can dress to keep the body warm or cool. Review fabrics, styles, and accessories for men and women. Discuss the information sheet on "Energy Saving Clothing Tips at a Glance" (Appendix). Add any additional tips following class and/or home discussion.
Other Factors Affecting Energy --Clothing care --Shopping --Grooming habits --Recycling --Sewing by hand or machine	Review mail order shopping as it relates to energy conservation. Discuss ways to conserve energy in personal good grooming habits when using appliances. Review use, care, and storage of sewing equipment. Discuss how proper handling of sewing equipment will help conserve energy.
Keeping Cool --Design features of garment --Fabric loosely constructed --Water repellent garments breathe --Color --Type of garment .Skirt vs. pants --Layering .Sundress and jacket --Accessories to a minimum --Open shoes --Hats to shade the head	Prepare an exhibit using clothing items to illustrate the concept of keeping cool. Discuss how various clothing features can contribute to a cooling effect.

RESOURCES

Textbooks

Textile handbook (5th ed.). Washington, D. C.: American Home Economics Association, 1974.

Bulletins

Culp, B. *Clothing tips for energy savers*. College Station, Tx.: Texas Agricultural Extension Service, 1979.

Dedic, B. J. *Keep cool with clothing*. Lexington, Ky.: University of Kentucky Cooperative Extension Service, 1980.

________. *Keep warm with clothing*. Lexington, Ky.: University of Kentucky Cooperative Extension Service, 1978.

Insulate yourself--With your clothes. Fargo, N. D.: North Dakota State University Cooperative Extension Service, 1978.

McConkey, L. K. & Kahabka, B. *Cut cooling costs: Keep cool with clothing*. Fargo, N. D.: North Dakota State University--Cooperative Extension Service, 1978.

Mead, M. *Saving energy with what you wear*. Urbana-Champaign, Ill.: University of Illinois Cooperative Extension Service, 1980.

Minifie, F. G. *Energize your wardrobe*. New Brunswick, N. J.: The Rutgers State University of New Jersey Cooperative Extension Service, 1980.

Peavy, M. *Keep cool with clothing*. Baton Rouge, La.: Louisiana State University Cooperative Extension Service.

Roberts, W. J. & Mosher, K. L. *Clothing comfort--Keeping cool*. Little Rock, Ark.: University of Arkansas Cooperative Extension Service, 1979.

Saving energy with textiles. Washington, D. C.: American Textile Manufacturers Institute, 1979.

Saving energy with clothing and textiles. Consumer and Educational Affairs Department, Stamford, Ct.: Coats & Clark, Inc., 1979.

Schluckebier, M. *Be aware of what you wear*. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service, 1977.

Filmstrip

Energy saving ideas from Coats & Clark. Consumer and Educational Affairs Department, Stamford, Ct.: Coats & Clark, Inc., 1979.

CLOTHING CARE

TOPIC HOME LAUNDERING

SUB-TOPIC Equipment

OBJECTIVES *Given information on laundering equipment, the student will be able to identify equipment used for home laundering.*

Using illustrations of laundering equipment, the student will be able to select suitable laundering equipment for future personal use.

Following a demonstration of the clothes washer, the student will be able to explain proper procedures for using the washer and demonstrate use for selected items.

Following a study of drying clothes, the student will be able to explain guidelines for drying clothing.

After viewing ironing/pressing equipment, the student will be able to identify and demonstrate use of selected pressing equipment.

CONTENT	STUDENT LEARNING ACTIVITIES
Factors to Consider in Selecting Laundry Equipment --Size and frequency of washloads --Types of garments to be laundered	Brainstorm to identify factors to consider in selecting home laundry equipment.
--Flexibility and degree of automatic control needed --Special features --Installation and servicing requirements --Space available --Warranty	Identify equipment used in home laundering. Collect illustrations of the different laundry equipment suitable for use in the home; share information with class.
Equipment Used in Laundering --Washers .Conventional .Automatic --Dryers --Iron	Review manual for automatic washer. Summarize procedure for using the clothes washer.
--Ironing board --Pressing cloth Types of Automatic Washers --Top-loading agitator .Central agitator to keep	Use Consumer Reports or Consumer Bulletin to compare features of washers, dryers, and irons.

fabrics and water in motion, forcing water through fabrics	
--Front loading .Tumbling clothes and water together in orbit by spraying the wash water through the revolving clothes	Compare the procedures used in washing clothes by the type of automatic washer.
Features Available on Automatic Washers --Varying water temperatures --Extra setting --Varying features .Three agitator speeds .Two spin speeds .Different combinations of wash-rinse temperatures .Many washing cycles	Research the advantages and disadvantages of special features of automatic washers. Share findings with class.
Determining Load Size --Weight of fabrics --Bulkiness of the fabrics	
Methods of Drying Clothes --Line drying --Spreading garments on flat surface --Automatic dryers	
Advantages of an Automatic Dryer --Convenient --Reduce drying time --Used in any type of weather conditions	
Features Available on Automatic Dryers --Devices to control drying temperature --Air setting for drying items --Programmed cycles --Automatic temperature controls --Varying drying speeds --Dampening devices --Sensory system	Visit an appliance center to study various types and models of dryers. Observe a demonstration on the use of the dryer. Explain procedures for using a dryer. Collect clothing pieces. Decide on the drying cycle for each piece.
Types of Irons --Steam --Steam and spray --Dry irons	Identify features and use of the various irons available to the consumer.
Features of Irons --Dialed controls for different natural and/or	View a film on ironing or read the instruction booklet that comes with the iron. Summarize facts learned about the iron.

man-made fibers
--Spray attachment to eliminate sprinkling clothes

Special Features of Ironing Boards
--Adjustable for varying heights
--Special treated covers
--Good padding
--Lightweight
--Surface open to scatter and throw off heat and moisture

Extra Pressing Equipment
--Sleeve boards
--Padded pressing shape
--Pressing cloth

Use mail order catalogs or store brochures to identify specific features which the individual deems important. Defend the choice.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. *Teen guide to homemaking* (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 303-304, 308.

Cross, A. *Enjoying family living*. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 347-348.

Draper, W. & Bailey, A. *Steps in clothing skills* (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 205-209.

Faiola, T. & Pullen, J. *The McGraw-Hill guide to clothing*. New York: Webster Division, McGraw-Hill Book Company, 1982, 135.

Gawne, E. *Dress* (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 251-253.

Jones, J. *Clothing--Your way*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 134, 138.

Kelly, J. & Eubanks, E. *Today's teen* (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1981, 178, 182, 184.

Liddell, L. *Clothes and your appearance*. South Holland, Ill.: Goodheart-Willcox Company, 1977, 117-118, 122, 124-125.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. *Guide to modern clothing* (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 123-136.

Vanderhoff, M. *Clothes, clues, and careers*. Lexington, Mass.: Ginn and Company, 1981, 181-182, 187-190.

Vanderhoff, M. *Clothes--Part of your world*. Lexington, Mass.: Ginn and Company, 1973, 142-143.

CLOTHING CARE

TOPIC HOME LAUNDERING

SUB-TOPIC Space

OBJECTIVES *Following a study of laundry areas in the home, the student will be able to name and briefly describe the location of laundry areas in the home.*

After listening to presentations by homemakers on locating the laundry areas, the student will be able to tell the advantages and disadvantages of various locations of the laundry areas in the home.

Given illustrations of well-planned laundry areas, the student will be able to cite factors to consider in determining location of the laundry area in the home.

Given basic space requirements for performing home laundering, the student will be able to devise a plan for providing adequate space for the various laundry tasks.

CONTENT	STUDENT LEARNING ACTIVITIES
Location of Laundry Area --Utility room --Kitchen --Hallway --Bathroom --Bedroom	Make a study of locations of laundry areas. Collect illustrations of laundry areas from magazines.
Amount of Space Needed for Laundering --How much laundering is done --The amount and size of laundry equipment on hand --Available space in home for laundry purposes and supplies	
Advantage of Locating Laundry Areas within the Home --Convenient for homemaker to combine tasks with the laundry process --Eliminate heavy basket-loads of clothes	Invite a panel of homemakers to speak on locations of the laundry area and explain the reasons for their choices. Write a brief summary on locating the laundry in a specific area of the home.
Basic Requirements for Locating a Laundry --Plumbing that includes drains	Explain the basic requirements for locating laundry equipment.

and a good supply of hot water --A 220-volt electrical outlet or a gas line connection --Location near an outside wall for dryer's exhaust system.	
Factors to Consider in Locating Laundry Area --Location --Size of family and budget --Cost of installation for equipment --Care necessary for maintainence	Plan a bulletin board showing well-planned laundry areas. List equipment that you would use in the area. Measure basic laundry equipment and consider square footage required.
Determining Space Required for Laundry Tasks --Equipment on hand --Space to work --Future equipment needs/wants --Related activities associated with clothing care	Evaluate plans of laundry area for space requirements to meet needs of the family. Using magazines or catalogs, collect suggested working arrangements of laundry areas.
Working Arrangements for Laundry Areas --Washing center --Drying center --Work table --Ironing center --Equipment and supplies	Using models to represent the laundry area, set up the ideal arrangement. Display the set and reasons for choices. Design a laundry area for use in homes of the future.

RESOURCES

Textbooks

Keiser, M. Housing, an environment for living. New York: Macmillan Publishing Company, Inc., 1978, 176-182.

Sherwood, R. J. Homes, today and tomorrow. Peoria, Ill.: Bennett Publishing Company, 1981, 305-310.

Wedin, C. S. & Nygren, L. G. Housing perspectives. Minneapolis, Minn.: Burgess Publishing Company, 1976, 197-198.

CLOTHING CARE

TOPIC HOME LAUNDERING

SUB-TOPIC Products

OBJECTIVES *After reviewing the definition of soap and detergent, the student will be able to distinguish between a soap and a detergent.*

After observing separate demonstrations on laundering with soap and detergents, the student will be able to determine how soaps and detergents will function in the laundering process.

Given information on fibers and water conditions, the student will be able to determine the type and amount of soap or detergent to use for the wash water.

Following a study of laundry products, the student will be able to name and identify laundry aids (other than soaps and detergents), and give specific uses or advantages.

Given information on the various laundry aids used in the laundering process, the student will be able to show how to use a specific product on a garment.

CONTENT	STUDENT LEARNING ACTIVITIES
Laundry Products --Soaps --Detergents --Pre-soaks --Finishes --Softeners --Bleaches	Make a list of personal laundry products and defend the choice of that particular aid.
Soaps --Combination of fats and oils that are carefully selected to obtain desired color, hardness, and other specific properties	Set up an exhibit of different soaps and detergents and discuss their uses.
Using Soaps --Perform best when used in soft water Kinds of Soaps --Light duty .Washing delicate fibers and lightly soiled garments, hose, and lingerie	Compare the effect of soap in hard and soft water (experiment--add equal amounts of soap to one cup of hard water and one cup of soft water). Measure amount of suds formed in each type of water. Prepare written results of lab experience.

--Heavy duty
  .Family wash and heavily soiled items

Forms of Soap
  --Bar
  --Flake
  --Liquid
  --Powdered

Detergents
  --Chemical compounds mixed with water that help to remove dirt and grease from clothing

Types of Detergents
  --Low Sudsing
    .Produces a controlled amount of suds
  --High sudsing
    .Produces a lot of foam

Determining Amount of Soap or Detergent Used in Washing
  --Size of the washload
  --Kind and amount of soil in the clothes
  --Water conditions (soft or hard)
  --Water capacity of the tub
  --Types of items in the washload

Pre-Soaks
  --Used for heavily soiled clothing

Fabric Softeners
  --Lubricating agent added to the last rinse water in the laundering process or put into dryer

Why Use a Fabric Softener
  --Softens fabrics
  --Makes clothes fluffy
  --Reduces static electricity
  --Relaxes fibers, making clothes easier to iron

Kinds of Fabric Softeners
  --Liquid
  --Tear-off sheets

How to Use Fabric Softeners
  --Add liquid to last rinse water.

Research how water can be made wetter.

Explain the difference between soap and synthetic detergents.

Compare the effect of a soap and a detergent in hard water and in soft water.

Divide into groups. Each group can investigate a soap or detergent. Report findings to class.

Discuss factors that will determine the amount of soap or detergent to use for a specific washload.

Discuss the amount of detergent necessary for different types of clothing care needs. Why does the amount vary?

Summarize and evaluate a T.V. commercial using a soap or detergent. Discuss appeals made in the commercial. Determine consumer decisions to be made.

Read information on fabric softeners. Explain the reasons for using a fabric softener.

Compare the feel and appearance of towels washed with and without the use of a fabric softener.

Compare washer softeners with dryer softeners on fabrics.

Collect examples of fabric softeners. Prepare an exhibit.

--Use liquid softener in about one of every four washings to cut down on absorbency of moisture.

--Add dryer sheets or pin ups in the drying process according to the kind of product selected.

Starch

--Stiffening product added after the washing process or just before ironing garments

Reasons for Using Starches

--Add crispness and body to fabric

--Provides some resistance to soiling

Classification of Starches

--Vegetable starch

.Available in dry and liquid forms

.Diluted with water or available in aerosol cans and applied to garments

--Synthetic starches

.Plastic starches sold in spray cans

.Sprayed onto garments either before or during the ironing process

.Renewed after each washing

Forms of Starches

--Powdered

--Concentrated liquid

--Spray

Bluing

--Colorless dye that makes white clothes appear brighter when exposed to light

Bleaches

--Removes stains, loosens soil quickly, destroys bacteria, and helps white clothes stay white

--Cleansing agents but never used alone

--Always mixed with water first

--Never used on some fabric e.g. wool, silks, spandex

View a display of various types of starches. Read labels. Share information with class.

Contrast two soiled garments: starched item vs. an item of clothing with no starch.

Plan and give a demonstration on proper procedure for starching a specific garment.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 305-306.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 281.

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Bulletins

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Malone, A. Selection of laundry products. Storrs, Conn.: The University of Connecticut Cooperative Extension Service, 1978.

Soaps and detergents. New York: The Soap and Detergent Association, 1981.

Soaps and detergents for home laundering. Washington, D.C.: U.S. Government Printing Office, 1973.

What you need to know to choose your laundry detergent. Newton, Ia.: The Maytag Company.

STUDY OF LAUNDRY PRODUCTS

Examine five brands of a laundry product. Supply information requested on form. Compare price of identical sized items and note how prices vary from size to size.

BRAND	PRICE/SIZE	How does price vary from size to size?	What claims are made about the product?	COMMENT
1.				
2.				
3.				
4.				
5.				

CLOTHING CARE

TOPIC COMMERCIAL CARE

SUB-TOPIC Laundering, Alteration/Repairs

OBJECTIVES *Following a discussion of services offered by a commercial laundry, the student will be able to name and briefly discuss the various services offered by a commercial facility.*

Upon completion of a study and tour of a commercial laundry service, the student will be able to recall the steps in the laundry process and compare the expenses involved in using a commercial laundry service vs. those involved in home laundering.

Given specific qualities of garments that have been through a laundering process, the student will be able to set up guidelines for judging garments that are laundered commercially.

CONTENT	STUDENT LEARNING ACTIVITIES
Services offered by Commercial Laundry --Washing --Drying --Pressing/ironing --Starching --Simple clothing repairs/alterations --Water-repellency	Identify services offered by the local commercial laundry. Relate experiences of persons using services of a commercial laundry.
Expenses Involved in a Commercial Laundry Service --Cost of installation and maintenance of special laundry equipment --Utilities to operate the equipment --Supplies for laundering and packaging materials --Labor cost --Advertising --Physical plant --Office and administrative expenses	Request an opportunity to observe the laundry process in a commercial setting. Prepare a display showing the steps involved in laundering clothes commercially. Compare expenses incurred by a commercial laundry service vs. those of home laundering.
Effect of Expenses in Laundering --Quality of laundry service --Cost for the consumer	Cite reasons for cost of clothing care services by a commercial facility.

Quality Laundering Process --Retained shape --Ironed smoothly --Cleanliness --Finishes applied to specific areas --Appropriate service--hanger or folded	Set up guidelines for judging the quality of a good laundry process.
Alterations/Repairs Performed by Commercial Laundries --Fasteners --Split seams --Tears and rips --Zippers --Hem --Size adjustments	Investigate types of alterations/ repairs performed by the local laundry. Note cost and procedures for performing the tasks.

RESOURCES

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 278-280.

Crowley, C. All about clothes. New York: Gregg Division, McGraw Hill Book Company, 1978, 53.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 270-273.

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CLOTHING CARE

TOPIC COMMERCIAL CARE

SUB-TOPIC Dry-cleaning

OBJECTIVES *Following a study of the dry-cleaning process, the student will be able to explain basic procedures used in dry-cleaning.*

Given facts on service responsibility by the dry-cleaning establishment, the student will be able to recognize responsibilities that should be assumed by the establishment and by the consumer in the dry-cleaning process.

CONTENT	STUDENT LEARNING ACTIVITIES
Dry-Cleaning --Process of cleaning garments in "dry" solvents other than water	Explain the term "dry-cleaning."
Why Use the Dry-Cleaning Process --Removing soil which does not dissolve in water from garments --Killing bacteria --Cleaning garments that contain fibers, finishes, or dye that may be damaged by water --Reducing shrinkage --Preserving tailoring details	Identify garments in the wardrobe that need to be dry-cleaned.
Types of Processes Used in Dry-Cleaning --Professional dry-cleaning .Process includes the spotting and minor mending of garments and the finishing and pressing of garments after they have been cleaned by trained personnel. --Self-service dry-cleaning .Person accepts the responsibility for spotting, mending, pressing, and finishing his own garments.	Distinguish between professional and self-service dry-cleaning services.

Steps Used in the Professional Dry-Cleaning Process

- --Tag garments and removal parts for identification.
- --Inspect clothes for spots, stains, and soil.
- --Classify garments according to color and fabric.
- --Allow solvents to flow through cylinders and dry clean the soiled clothes.
- --Solvent is extracted after a detergent and rinse cycle.
- --Tumble-dry or air dry the garments and remove spots.
- --Hang garments.
- --Finish with steam and air equipment used to remove wrinkles and restore fabric shape, texture, and luster.
- --Make minor repairs to garment
- --Make final inspection.
- --Assemble and bag garments.

Invite a dry-cleaning representative to discuss procedures used in the dry-cleaning process and the costs.

Visit a professional dry-cleaning establishment to observe procedures used in dry-cleaning garments.

Bring a garment to class that requires dry-cleaning. Determine why dry-cleaning was recommended by the manufacturer.

Investigate reasons for cost variations when dry-cleaning various types of garments

Steps Used in the Self-Service Dry-Cleaning Process

- --Check and follow cleaning instructions on labels of garments.
- --Separate light colored garments from dark garments.
- --Remove all decorative details (metal buttons, buckles).
- --Make necessary repairs.
- --Clean spots and stains.
- --Follow directions for using a self-service dry-cleaning machine.
- --Remove garment after cleaning process and place on hangers to prevent wrinkling.
- --Press as needed.

Visit a self-service dry-cleaning establishment to note procedures used in dry-cleaning garments.

Prepare a garment for cleaning in a self-service dry cleaning machine.

Advantages and Disadvantages of Using Self-Service Dry-Cleaning

- --Advantages
  - .Economy in time and money
  - .Appropriate for garments that need little pressing or finishing
  - .Quick results

Compare the advantages and disadvantages of using a self-service dry-cleaning machine.

Take a garment to a self-service dry-cleaning machine. Report on the results to the class.

--Disadvantages .Less satisfactory cleaning .Wrinkles in garments .Odors may remain in garment .Process for cleaning is same for all clothes	
Extra Services Provided by Dry-Cleaners --Mending and alteration --Blanket cleaning --Fur cleaning and storage --Reweaving --Drapery cleaning --Laundering --Shirt laundering --Sizing --Leather and suede cleaning --Waterproofing	Visit a dry-cleaning establishment to gain information on extra services available to the consumer. Report findings to class.
Ways to Minimize Dry-Cleaning Bills --Watch for special sales in cleaning. --Clean soiled clothes promptly. --Deliver and pick-up personal items. --Use dress shields for protection from perspiration. --Buy clothing with few frills or items that require special care. --Apply spot and stain repellent finishes to areas of heavy soil.	Summarize ways to reduce dry-cleaning bills.
Care for Leather and/or Suede --Wear a scarf at the neckline to protect garment from cosmetics and hair. --Clean garments as soon as soiled. --Use a qualified cleaner for thorough cleaning of garment. --Allow garment to hang between wearings for air circulation. --Allow damp garments to dry slowly. --Do not expose to heat.	Review care practices used on suede and leather garments. Determine type of care needed by a leather or suede product you own.

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 309.

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Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 136.

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CAREERS IN CLOTHING AND TEXTILES

TOPIC ADVANCEMENT POSSIBILITIES

SUB-TOPIC Factors Affecting Opportunities for Advancement

OBJECTIVES *Provided with background information on careers in clothing and textiles, the student will be able to list factors that will enhance advancement possibilities.*

Using information gained from readings, the student will be able to identify possible advancement opportunities in specific areas.

CONTENT	STUDENT LEARNING ACTIVITIES
Factors Influencing Advancement in Clothing and Textile Careers --Skills --Experience --Adaptation --Interest and enthusiasm --Cooperation and work with people	Invite a person in a clothing/textile area to discuss factors which helped with advancement possibilities. Determine which factors contributed most to advancement in clothing occupations.
Opportunities for Advancement --Dress designer .Major designs of costume --Textile designer .Main designer of fabrics --Merchandising .Executive positions --Production .Career pattern maker .Supervisor and trainer for pattern makers --Communications .Personal company management .Fashion magazine editor .Commercial art work --Retailing .Top level store management --Teaching .Administrator or program head --Research and Development .Develop/implement activity in special subject matter area.	Read selected references on opportunities for advancement in clothing and textiles. Summarize job opportunities in selected careers. Interview people on the job to determine advancement possibilities in their work. Survey for job satisfaction. Prepare a bulletin board of newspaper and magazine articles on people who have moved forward in the Clothing and Textiles area. Select a job in clothing or textiles and research opportunities for advancement. Report findings to the class. Develop a career ladder for a specific career and specify experience plus educational requirements for advancement.

.improve existing products or develop new ones.	Review catalogs of post-secondary schools and note courses offered for job advancement in the field. *FHA: Write a spot announcement for radio or television on job advancement using clothing and textile knowledge.

RESOURCES

Textbooks

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 178-191, 326-349.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 356-375.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 187-238.

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CAREERS IN CLOTHING AND TEXTILES

TOPIC LEADERSHIP DEVELOPMENT IN CLOTHING AND TEXTILE CAREERS

OBJECTIVE *Upon completion of an extensive review of available resources, the student will be able to analyze the job market for potential leadership opportunities in clothing and textiles.*

CONTENT	STUDENT LEARNING ACTIVITIES
Need for Leadership Development --Meet challenges --Provide skills needed --Serve as resource person for peers --Maintain self-satisfaction --Be a wise consumer and/or provider	Profile a leader, male or female. Share the developmental processes of that person with the class.
Ways to Develop Leadership --Adjust attitude --Participate in classroom instruction --Experience work --Maintain wholesome look --Exhibit positive self-concept --Assume responsibility --Seek developmental resources --Read success stories/printed materials --Explore entrepreneurship	Review the literature for evidence of persons who may have become leaders only after failure. Tell their story in class. Prepare an entrepreneurship program suitable for individual interest. Determine cost-effectiveness and job satisfaction aspects of such an endeavor. Discuss future business needs for employees with clothing and textile skills in industry, future needs for clothing skills in the home.
Contacts for Trends and Opportunities --United States and Louisiana Departments of Labor --Occupational outlook --School counselors --Employment agencies --Business and industry --Libraries --Colleges/universities --Cooperative Extension Service --Personal contacts	Determine areas in clothing and textiles for which one with a secondary education could secure employment. Consider career options with additional education. Investigate job market for summer employment in an area of clothing and textile business.

Concerns by Clothing and Textile Leadership

- --Management/Labor
  - .Competency levels of personnel
  - .Financial plans and records
  - .Government rules and regulations
  - .Safety of merchandise and persons
  - .Customer needs, wants, and satisfactions
  - .Facilities
  - .Job satisfaction of personnel
  - .Employer-employee relations
- --Unions/Organizations
- --Vendors
- --Marketing specialist
- --Community/civic responsibility

Competencies Necessary for Clothing and Textile Career Leadership

- --Strong knowledge base
- --Variable work place skills
- --Superlative interpersonal skills
- --Wholesome attitude
- --Strong business and managerial abilities

Interview management personnel in a business to identify specific needs and concerns for employers and their employees.

Where feasible, visit a clothing/textile industrial setting. Observe needed skills, operations, and productivity. Interview the leadership to determine various job responsibilities.

Design an individual plan to address competencies needed for a selected career opportunity of personal interest.

Review case studies of career individuals and/or legalities regarding individual competencies. Describe positive and negative aspects of the leadership responsibility.

Where feasible, set up an alteration shop, operate as a business, and rotate responsibilities.

RESOURCES

Textbooks

Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 94-102, 147-153, 234-254, 326-349.

Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 12-14, 19, 26, 62-63, 162, 167.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEWING EQUIPMENT

SUB-TOPIC Selection of Large Equipment (Sewing Machine)

OBJECTIVES *Given resources to study, the student will be able to compare model, style, and features of sewing machines.*

Using information gained from the study of sewing machines, the student will be able to select a sewing machine for use according to personal need and budget.

CONTENT	STUDENT LEARNING ACTIVITIES
Selection of a Sewing Machine --Purposes --Kind (used or new) --Model --Budget --Space --Total cost --Service agreements and guarantees	Visit local stores or check store catalogs to find out what kinds of sewing machines are sold in the local area. Compile a reference file on the the sewing machine and other personal selections of large equipment.
Categories of Sewing Machines --Straight --Basic zigzag --Cam zigzag --Tri-motion zigzag	Compare the uses and price of the different models and/or categories of sewing machines.
Styles of Sewing Machines --Flat bed or open arm --A sewing machine for disabled persons --Cabinet or portable machine --Machine or attachment buttonhole --Speed control: foot pedal or knee lever	Invite a sewing machine representative to stress the types of sewing machines available and qualities to look for in buying a machine.

RESOURCES

Textbooks

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 95-100.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SEWING EQUIPMENT

SUB-TOPIC Care of Large Equipment (Sewing Machine)

OBJECTIVES *Given specific directions the student will be able to demonstrate the procedure for cleaning and oiling the sewing machine.*

Following a study of thread and needle selection, the student will be able to select a sewing machine needle and thread for a specific machine and fabric.

Given examples of machine stitching, the student will be able to determine accuracy of tension for a given fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Care Considerations of Sewing Machines --Safety --Instructions --Cleaning --Oiling --Simple problems --Maintenance plan	Demonstrate correct procedure for cleaning and oiling different parts of the sewing machine.
Needle and Thread Size Depends on Use --Fabric weights and types --Fabric composition --Availability of machine needles --Course to fine size thread --Long to short stitch lengths	Study a chart on the combination of needle, thread, and fabrics. Do test runs using varying needles, threads and fabrics. Analyze results.
Perfect Stitches --The tension on the upper thread must be equal to that on the bobbin.	Demonstrate how to use the tension regulator.
To Achieve Perfect Stitches --Use the tension regulator for upper thread tension. --Use thumb screw for tension on bobbin.	
--Adjust stitch length regulator. --Adjust stitch width regulator.	Demonstrate adjustments of the stitch regulator.

RESOURCES

Textbooks

Burns, M. *Altering ready-to-wear*. Philadelphia, Pa.: J. B. Lippincott Company, 1976, 100-101.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN SELECTION

SUB-TOPIC Recycling Patterns

OBJECTIVE *Given information on interchanging pattern pieces, the student will be able to analyze a garment which has been constructed from a recycled pattern.*

CONTENT	STUDENT LEARNING ACTIVITIES
Recycling Patterns --Interchanging pattern pieces from pattern to pattern if they are the same size and type of a compatible design.	Explain the meaning of recycling patterns. Cite examples of recycling patterns.
Plan of Action for Recycling Patterns --Sort through patterns. --Be cognizant of current pattern styles and what is selling in ready-to-wear. --Retain patterns that are current and suitable. --Save patterns that have appealing details which could be updated. --Set aside patterns that you cannot use. --Set up a pattern exchange. --Make sure patterns are kept in good repair.	
Suggestions for Recycling Patterns --Bodies .Change shape of the neckline. .Remove collar or change shape and dimensions of the collar. .Design a new neckline treatment. .Create a yoke. .Convert a bodice into a jacket. .Add pocket, belt, or trim. --Skirt .Adjusting length to current fashion.	Using references, list basic suggestions for recycling patterns. Design a bulletin board on "Revitalize Your Patterns." Show how various pattern pieces can be redesigned to make the garment of your choice.

.Adding pockets or belts .Changing skirt design -pleat -flare -front or side button opening -yoke --Sleeves .Eliminate sleeves. .Change sleeve length. .Redesign lower edge of sleeves. .Change sleeve design. --Pants .Change length. .Add or reduce flare at side seams. .Add or subtract cuffs.	Practice using miniature patterns to make changes in bodice, skirt, sleeve, or pants. Show how to interchange pattern pieces from one pattern to another.
Suggestions for Interchanging Pattern Pieces --Always use the same pattern size and type. --Use pattern pieces from the same pattern company. --Make sure seam lines on pattern pieces match in length, at armholes, and on shoulder seams.	Evaluate a garment made from interchangeable pattern pieces.

RESOURCES

Textbooks

Recycling patterns. Morgantown, W.Va.: Cooperative Extension Service. West Virginia University Center for Extension and Continuing Education.

Recycling patterns. Ithaca, N.Y.: New York State College of Human Ecology, Cornell University.

Pattern selection. College Station, Tx.: Texas Agricultural Extension Service.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATIONS

SUB-TOPIC Stripes

OBJECTIVES *Following a study of striped fabrics, the student will be able to identify kinds of stripes and list their distinguishing characteristics.*

After hearing a class discussion on stripes and pattern selection, the student will be able to select striped fabric suitable for a particular pattern.

Given specific pattern and striped fabric, the student will be able to correctly place pattern pieces on striped fabric.

Upon completing a discussion on sewing with stripes, the student will be able to outline steps to follow in constructing a garment made with a striped fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Types of Stripes --Balanced (even) .Repeats the same pattern, color, and width from left to right of the dominant stripe --Unbalanced (uneven) .Varies in pattern, color, and width	Look at samples of striped fabric. Identify the samples as to type.
Determining a Balanced or Unbalanced Stripe --Fold fabric lengthwise along grain with right sides together. Turn back one corner forming a right angle. .Even stripes meet on fold line and match in width, color, and sequence. .Uneven stripes do not meet on fold line or match in width, color, or sequence.	Observe a demonstration on how to differentiate between a balanced and an unbalanced stripe.
Selecting Striped Fabrics --Place emphasis on fabric design rather than pattern details. --Draw stripe lines on pattern picture.	Collect pictures of garments made with striped fabric. Describe the effect of each. Judge fabric in relation to garment design.

Pattern Selection for Striped Fabrics --Select pattern with few pieces and simple lines. --Avoid curved lines. --Check pattern envelope to determine if it is recommended for striped fabric. .Cut collars on the fold. .Make A-line and gored skirts. .Cut sleeve in one with the bodice.	Examine swatches of striped fabric. Decide type of pattern to select for the different swatches.
Pattern Placement --Place pattern piece to match at seam lines rather than at cutting lines. --Make all alterations on pattern before placing on fabric. --Cut even stripes on double layers of fabric; cut uneven stripes on single layer of fabric.	Show how to place pattern on striped fabric by using either paper models or fabric.
Construction Techniques for Striped Fabric --Follow instructions given with pattern. --Slip-baste seams for perfect matching.	

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATIONS

SUB TOPIC Plaids--Identification, Selection

OBJECTIVES *Given information on plaids and viewing examples of plaid designs, the student will be able to identify kinds of plaid designs and list distinguishing characteristics.*

Following a class discussion on fabric and pattern selection using a plaid design, the student will be able to select a plaid fabric suitable for a particular pattern.

CONTENT	STUDENT LEARNING ACTIVITIES
Plaids --Fabric designs made of stripes crossing each other at right angles	Read references and define "plaid."
Repeat --Four sided area of a complete plaid design	Explain the meaning of "repeat."
Types of Plaids --Even plaid .Symmetrical--the design is the same in both lengthwise and crosswise directions.	Read references on types of plaids. Collect samples, mount, and label as to type of plaid.
--Uneven plaid .Design will differ in the lengthwise or crosswise, or both directions	Collect samples, mount, and label as to type of plaid.
Determining Whether Plaids are Even or Uneven --Find the dominant stripe in a fabric.	View examples of plaid fabric. Explain procedure used to determine whether the plaid is even or uneven.
--Fold stripe in half along its length, turning back a corner of the fabric to make a true bias fold. --Plaid is even if every line matches in both width and color at the fold. --Plaid is uneven if it doesn't match.	Using a chevron skirt, illustrate special effects created with plaids.

Rules for Selecting and Working with Plaid Fabrics --Select a fabric design in relation to the desired end-use. --Drape fabric on figure to get a better idea of how it will look. --Match plaids. --Make fabric selections from a bolt of fabric.	Cut pictures of plaid garments from a fashion magazine. Select plaid garment you like best and tell why you like the garment.
Pattern Selection for Plaids --Use a simple pattern with few seam lines. --Avoid curved seams or circular yokes. --Adhere to instructions on pattern e.g. "Not suitable for plaids."	Select fabric and pattern compatible for use with a plaid.
Estimating the Amount of Fabric to Buy --Locate and measure the design repeat of the plaid. --Count the number of major pieces (front, back, sleeves). --Add one extra repeat for each major pattern piece used.	Gather samples of plaid fabric with different widths of repeat design. Using a specific pattern, calculate the amount of extra fabric to buy for each design.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATION

SUB-TOPIC Plaids--Pattern Placement
Construction Techniques

OBJECTIVES *Following a discussion and demonstration on pattern placement for plaid designs, the student will be able to describe how a specific pattern must be placed on plaid fabrics.*

Given information on constructing a garment of plaid, the student will be able to relate characteristics of plaids to garment construction techniques.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting the Dominant Design in Fabric --Major vertical line should line up on center front, center back of garment, and center of the sleeves --Major horizontal line should lie near hem of the skirt, lower edge of the jacket, or yoke line	Using illustrations show how to place the major vertical or horizontal line in specific areas on a plaid garment.
Guidelines for Pattern Layout of Plaids --Do alterations on pattern before placing on the fabric. --Use a single layer of fabric when cutting plaids. --Select the best pattern layout. --Extend the lengthwise grainline arrow on pattern for easier measuring and matching. --Select and use dominant bar for center front, center back, and center of the sleeve. --Match plaids at the seam line. --Trace lines of the plaid onto the pattern tissue for matching. --Plaids may not match at shoulder seams, side seams,	Prepare the fabric and pattern for layout. Lay out pattern of a simple garment on plaid fabric according to the guidelines provided. Explain how notches of pattern are used to ensure matching of design lines. Examine a purchased garment made of plaid fabric. Determine if guidelines were used in laying pattern on plaid fabrics.

darts, at back armhole seamline, or in gathered area.
- --Match at center front and back seams, side seams, or front set-in sleeve.
- --Lines of the plaid should continue both horizontally and vertically.
- --Pockets, cuffs, and collars should match the plaid area they cover.

Construction Techniques for Plaids
- --Follow directions on instruction sheet of pattern.
- --Slip-baste seams for perfect matching.

RESOURCES

Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATIONS

SUB-TOPIC Napped and/or One-Way Designs

OBJECTIVES *Having read selected resources and viewed transparencies on napped fabrics, the student will be able to examine samples and determine the direction of nap in the fabric.*

Following the selection of a napped fabric for a specific project, the student will be able to determine the relationship of the napped and/or one-way design to garment construction.

After studying the pattern envelope and observing fabric layouts, the student will be able to figure yardage and determine yardage required for napped or one-way designs.

Given information on pattern layout for napped or one-way design fabrics, the student will be able to show proper methods to use in placing, cutting, and marking on these fabrics.

Using the information gained from a study of napped and/or one-way design fabric, the student will be able to use correct construction techniques in working with these special fabrics.

CONTENT	STUDENT LEARNING ACTIVITIES
Fabrics with a Variable Lengthwise Effect --Napped fabrics .Woven from short fibers with the ends brushed up to form a nap surface --One-way designs .Fabrics with printed designs with a definite top and bottom	Define nap. Examine samples of napped fabric to identify the nap. Determine how to lay a pattern. View two pieces of napped fabric placed so the nap runs in the opposite direction on each piece. Discuss the difference in appearance.
Examples of Napped Fabrics --Wool fleece, flannel, and broadcloth --Suede cloth --Cotton flannel --Corduroy --Velveteen	Collect samples of napped or one-way designs. Discuss methods of working with each.

Selecting Napped or One-Way Design Fabrics --Read labels for fiber content. --Determine care requirements. --Review wearing qualities.	
Determining Direction of Nap in Fabric --Hold opposite ends of the fabric to the light beside each other. --Fabric is darker and feels rough when the nap runs up. --Fabric is lighter and shinier when the nap runs down.	View transparencies illustrating proper pattern placement on napped fabrics. Cut two 3x6 inch samples from a napped fabric. Sew 5/8 inch seam on the longer side without any instructions. Look at sample and discuss differences in appearance of the ones stitched correctly and others. (Some samples will show a definite light and dark effect because students will not know how to sew napped fabrics.) Determine areas on a garment where this problem could arise.
Buying Fabric --Use yardage figure on back of pattern envelope for fabric with nap. --Try layout of pattern on paper.	Determine fabric yardage for napped or one-way designs. Using examples of pattern layouts on napped or one-way designs, determine and defend the layouts you select. Practice pattern layouts on napped or one-way design of fabric.
Placing, Cutting, Marking --Follow "with nap" layout or place all pieces with the nap running in the same direction. --Cut with sharp shears in same direction. --Mark as required by thickness of fabric.	Prepare a bulletin board or a display showing layout of pieces on a napped or one-way design fabric. Discuss the effect of light reflection on different fabrics
Construction Techniques --Cut notches larger because of raveling. --Cut facings from lighter-weight fabric or cut without a seam. --Finish hem edges by stitching ¼ inch from cut edge and pink or overcast. --Use longer machine stitch and reduce pressure on the presser foot. --Slash darts open and overcast --Grade seams when two layers of fabric are together.	Practice techniques using napped fabrics by making samples to illustrate the construction process.

--Open seams to cut down on bulk.	

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Textbooks

Burns, M. & Bishop, E. *Super sewing*. Philadelphia, Pa.: J.B. Lippincott Company, 1974, 85, 178, 164, 174, 179, 233.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PRESSING

SUB-TOPIC Equipment

OBJECTIVES *Given resources to study, the student will be able to differentiate between pressing and ironing.*

Given examples of pressing equipment, the student will be able to identify, and give function of, various types of equipment used in pressing.

Given samples of fabrics with different fibers, the student will be able to identify the correct pressing temperature to use on different fibers.

Using pressing equipment, the student will be able to demonstrate how to use and care for a steam iron.

CONTENT	STUDENT LEARNING ACTIVITIES
Pressing Lowering and lifting of the iron along the grainlines	Differentiate between pressing and ironing.
Ironing Gliding motion of the iron on the fabric	
Purpose for Pressing --Shape the fabric to figure --Flatten seam and edges --Save time --Create a professional-looking garment	
Equipment used in Pressing --Steam/dry iron --Press cloths --Seam/sleeve roll --Sleeve board --Point presser --Needle board --Tailor's ham	Identify pressing equipment. Discuss use in clothing construction. Select one piece of equipment and describe its use to the class. View a filmstrip on pressing equipment and report on techniques of using selected pieces.
Iron --Temperature used is determined by fabric .High temperatures for cotton and linen	

.Medium termperature for animal fibers (wool) .Low temperatures for synthetic fibers --Blends .Set the iron for the fiber that requires the lowest setting.	
Press Cloth --Placed over the fabric to protect fabric --Lifted often for moisture to escape --White or colorfast --Free of sizing --Free of lint	Show materials to use for a press cloth. Demonstrate use of a press cloth on specific fabrics Demonstrate use of each piece of pressing equipment at appropriate level.
Seam or Sleeve Roll --Press seams and sleeves by running the tip of iron along seam line.	
Sleeve Board --Press sleeves --Iron baby clothes	
Point Presser --Pressing enclosed seams of shaped pieces .Collars .Cuffs	
Needle Board --Press pile fabrics --Prevents a pile surface from becoming matted down	
Tailor's Ham --Press curved seams --Darts and other curved seams to be pressed to fit body curves	Create a sleeve roll or a tailor's ham for personal use.
Types of Irons --Steam iron --Dry iron --Combination steam and dry iron	
Selecting a Steam Iron --Sufficient and well-spaced holes in sole plate --Thermostat control	Demonstrate how to fill the steam/dry iron with water and practice filling and emptying the steam/dry iron.
Using a Steam Iron --Use distilled water. --Use a press cloth on the right side.	Preheat the iron.

- --Avoid bearing down on iron.
- --Test on scrap of fabric or on wrong side of fabric to determine the correct
  - .Temperature
  - .Pressure
  - .Amount of steam

Caring for Steam Iron

- --Read use and care book.
- --Operate on a single circuit.
- --Empty water from iron soon after use.
- --Store iron in upright position.

Iron around abrasive items
.Zippers .Hooks .Snaps

Unplug cord when adding water.

Select different fabric samples. Decide on correct iron temperature and pressing techniques for each sample.

Demonstrate how you would leave the iron after use.

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Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FULLNESS

SUB-TOPIC Pleats

OBJECTIVES *After studying resource information on pleats, the student will be able to identify the kinds of pleats used in clothing construction.*

Given supplies and materials, the student will be able to show how to transfer pleat markings from pattern to fabric.

Given established criteria for making a pleat, the student will be able to demonstrate the stitching and pressing of pleats.

CONTENT	STUDENT LEARNING ACTIVITIES
Pleats --Folds of fabric of varying widths .Provide controlled fullness in a garment	Study references on pleats. Define and give function of pleats.
Kinds of Pleats --Knife pleats .Lap from right to left to cover the side placket --Box pleats .Two pleats turned away from each other --Inverted pleats .Two pleats turned toward each other	Collect examples of various kinds of pleats. Identify and briefly describe each kind of pleat.
Marking Pleats --Different colored threads to distinguish pleat lines	Read one of the selected references and report on methods used to transfer pleat markings.
Stitching Pleats --Work on right side of garment. --Lap fabric in direction indicated by pattern.	Make samples of different kinds of pleats.
Pressing Pleats --Press lightly over basting. --Remove basting and press again.	Practice pressing pleats. Defend the procedure of the practice.

RESOURCES

Textbooks

Craig, H. *Clothing--A comprehensive study*. New York: J. B. Lippincott Company, 1973, 440.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SLEEVES

SUB-TOPICS Finishes, Openings, Cuffs, Bands

OBJECTIVES *Utilizing available resources, the student will be able to identify and select suitable sleeve finishes for a selected item.*

Using information gained through the study of sleeve finishes, the student will be able to identify and describe the procedures used to prepare a sleeve opening.

Given supplies and equipment, the student will be able to prepare a selected sleeve opening.

Given supplies and equipment, the student will be able to demonstrate the application of a cuff or band to a sleeve edge.

CONTENT	STUDENT LEARNING ACTIVITIES
Sleeve Openings --Continuous lap opening .Applying a separate strip of fabric to raw edges of opening with small stitches. --Hemmed opening .Seam allowance turned and stitched --Faced opening .Piece of facing similar to a reinforcement patch applied the same as facing to a garment piece --Dart opening .Sewing a small dart which ends with the wide part about 2 inches above the edge of the sleeve	Observe sleeve openings in different types of cuffs. Identify type of opening used. Demonstrate how each type of sleeve opening is constructed. Construct and apply appropriate sleeve opening to a selected cuff example.
Two Basic Categories of Cuffs --Extended cuff .Separate piece of fabric attached to the bottom edge of a sleeve --Fold-up Cuff .Folding the fabric and holding it in position with	Identify examples of cuffs for class review. Determine the types of cuffs reviewed. Select and compile examples of sleeve openings and cuffs. Identify each illustration and tell when each can most appropriately be used.

small hand stitches or machine stitching	
Three Types of Extended Cuffs --Buttoned cuffs .Opening plackets closed with buttons or other fasteners --Barrel cuffs .No opening .Large enough to allow the hand to slip through easily --Fold-up cuffs .Used at bottom edge of pants and sleeves .Deep hem folded to the right side of the garment	*Identify pieces of garments picked at random from within a covered carton. The game may be competitive, each correct answer having a set number of points. Place garment piece by the sign describing it.
Bands --Decorative accents .Detail .Contrast .Fashion interest	
Three Basic Types of Bands --Extended bands .Extended parts of a garment that become a design feature .Used at necklines or armholes --Placket bands .Used on openings, necklines, and sleeves --Knit bands .Finish the edges of knit garments .Allow stretchability .Give professional look	Identify the three basic types of bands used on sleeves by using illustrations from magazines. Display best choices by individuals on bulletin board. *Student learning activities for special needs students (esp. EMR's, LD's)

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Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TRIMS AND TAPES

SUB-TOPIC Types, Selection, Application

OBJECTIVES *Given information on trims and tapes, the student will be able to identify different trims and tape that will help to improve the appearance of an item.*

After placing examples of trims and tape on specific fabrics, the student will be able to explain reasons for the selections of a specific trim and/or tape.

Following a study of trim and/or tape application, the student will be able to identify the methods of applying trim or tape.

Following a demonstration on trims and/or tapes, the student will be able to apply trim and/or tape to a specific project.

CONTENT	STUDENT LEARNING ACTIVITIES
Trims --Nonessential decorative items --Complement garments if appropriately chosen and neatly applied	Visit a fabric store to view trims which may be made or bought. Show garments or illustrations that depend on trimming for the major interest. Picture same garment with no trim. Discuss differences.
Examples of Tapes and Trims --Rickrack --Seam binding --Braid --Bias tapes --Ribbon --Lace --Ruffles --Fringe --Appliques	Make a list of trims found in fabric store. Collect and mount pictures of different types of trim currently in fashion.
Role of Trims used with Garments --Functional .Reinforce and stabilize seams --Decorative .Add finishing touches to a garment	Present a short demonstration illustrating how trims can change the appearance and appropriateness of different garments. Study pictures in magazines or pattern books and suggest trims appropriate for various garments.
Guidelines for Selecting Trims or Tapes --Purpose of tape or trim --Size and design of the project --Fabric .Color	List do's and don't's for using trims. Construct a bulletin board on how clothes could be updated with trim.

- .Weight
- .Hand compatible with the tape or trim

- --Pattern requirements
  - .Type
  - .Size (width)
  - .Yardage
- --Care requirements
- --Cost of trim in relation to cost of project
- --Amount of trim

Methods of Applying Tape or Trim

- --Flat method
  - .Baste trim in place with pins or basting stitches.
  - .Stitch in place.
    - -Used for rickrack, appliques, soutache, and braids
- --Edging method
  - .Stitch trim to the garment along edge of the seam line.
  - .Finish edge by turning seam allowance to the inside.
    - -Used for pregathered lace, eyelet, piping, and fringe
- --Inserted method
  - .Mark slash line and cut the fabric.
  - .Press edges along the slash to the wrong side of fabric.
  - .Place folded edges of the slash along trim and edgestitch through all thicknesses.
    - -Use with trims that have two unfinished edges.

Evaluating the Application of Trim or Tape

- --Suitability for its use
- --Neatness of application
- --Achievement of desired effect
- --Meets pattern requirements

Observe a demonstration on each method used to apply tape or trim.

Summarize steps in applying various trims.

Using scraps of material and trim, apply different types of trim and keep these samples for a reference file.

Make plans to update a previously purchased garment with trim.

Evaluate the trim used on a specific project or sample.

RESOURCES

Textbooks

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Burns, M. & Bishop, E. *Super sewing*. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 24-25, 62.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC POCKETS

SUB-TOPIC Types, Construction, Application

OBJECTIVES *Given resources to study, the student will be able to recognize the various pockets used in construction.*

Following a demonstration on construction of a pocket, the student will be able to construct a pocket for a given problem.

Using materials and supplies, the student will be able to apply one type of pocket to a specific project.

CONTENT	STUDENT LEARNING ACTIVITIES
Use of Pockets in Garment Construction --Convenience --Design purpose	Discuss the reasons for using pockets in garment construction.
Considerations for Placement of Pockets --Pattern design --Design principles --Shape and size of pockets --Number of pockets	Using illustrations of pockets, cite reasons for placement in each situation.
Types of Pockets --Patch pockets --In-seam pockets --Set-in pockets --Front hip pocket	Find and mount examples of garments which have various types of pockets. Identify each type.
Patch Pocket --Separate piece of fabric stitched to right side of garment	Describe the general procedure for constructing a patch pocket. Construct a sample of a patch pocket that is either square or round.
Constructing a Basic Patch Pocket --Turn the upper edge ¼ inch to inside and edge stitch. --Press top hem to outside. --Stitch on seam line all around the pocket. --For a square pocket, miter the corners.	

--For a round pocket, clip seam allowances to stitching. --Turn hem to the inside. --Press seam allowance along the stitching line. --Top-stitch hem in place.	
In-Seam Pocket --Pocket placed inside garment usually at one of the side seams and invisible	
Constructing and Applying an In-Seam Pocket --With right sides together stitch with a 3/8 inch seam pocket pieces to front and back matching notches. --Turn pocket pieces to the inside. --Stitch the pocket together starting from the 3/8 inch seam and around the pocket. --Press pocket to the inside and toward the front. --Border top of pocket to the garment.	Observe demonstration on an in-seam pocket. List steps in constructing and applying an in-seam pocket. Construct and apply an in-seam pocket to a project.
Constructing a Front Hip Pocket --With right sides together stitch pocket facing to garment. --Trim seam and clip curve, --Turn facing to inside and understitch. --With right sides together stitch pocket to pocket facing on outer edge. --Pin side edges of pocket to side of garment and top edge to garment. --Stitch side seams of skirt.	Review procedure for making a front hip pocket. Construct and apply a front hip pocket.
Set-In Pocket --Pocket with special slash made somewhere in the garment for inserting the pocket	Illustrate garment with set-in pockets. Make a sample of a set-in pocket.
Examples of the Set-In Pocket --Welt pocket .Outside trim with pocket on inside of garment .Mens' and boys' jackets	

--Bound pocket
  .Similar to a bound buttonhole
    -Firmly woven
    -Medium-weight fabric
--Flap pocket
  .Welt turns up
  .Flap turns down
    -Men and women's tailored garments

RESOURCES

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Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 136-139, 156-157.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 291, 440-441.

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Roberts, W. J. Patch pockets. Little Rock, Ark.: University of Arkansas Cooperative Extension Service.

Roberts, W. J. & Mosher, K. L. Seam pockets. Little Rock, Ark.: University of Arkansas Cooperative Extension Service.

Roberts, W. J. & Fite, K. M. Single Welt Pocket. Little Rock, Ark.: University of Arkansas Cooperative Extension Service.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC BELTS

SUB-TOPIC Types, Selection, Construction

OBJECTIVES Following a study of resources on belts, the students will be able to identify specific considerations for selecting belts.

Given specific apparel or illustration, the student will be able to select an appropriate belt.

After observing a demonstration on belt making, the student will be able to explain the steps in making one type of belt.

CONTENT	STUDENT LEARNING ACTIVITIES
Function of Belts --Plain or fancy --Add final touch of beauty and style to a garment	Discuss value of belt used with garments in a historical collection of pictures.
Types of Belts --Tie belt --Covered or tailored belt --Corded belt	Identify the different types of belts. Find illustrations of different kinds of belts. Post for review by others.
Considerations for Selecting a Belt --Style of the garment --Personal size and figure --Purpose of belt with which the garment will be worn	
Construction a Covered Belt --Shape one end of belting. --Place belting on wrong side of fabric and stitch toward point on center of belting. --Stitch on edge away from the selvage. --Fold the fabric with right sides together along the stitched edge, and stitch around the points of the belting. --Trim the seam at point and turn belt with the seam enclosed.	Determine the characteristics of a covered belt.

--Fold the raw edge under the selvage and pin in place. --Top stitch the belt around edges.	
Steps in Making a Tie Belt --Press raw edges toward the wrong side. --Fold the belt in half lengthwise, with the wrong sides together, matching the edges. --Edgestitch through all layers all around (add a second row for the sporty look).	Observe a demonstration on making a tie belt. Construct a belt for a specific project.

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Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Types--Identification

OBJECTIVES *After reading selected references and viewing sample garments, the student will be able to distinguish items.*

Following a study of tailored garments, the student will be able to determine the tailoring techniques appropriate for projects of individual choice.

CONTENT	STUDENT LEARNING ACTIVITIES
Tailoring --Process of stitching and shaping flat pieces of fabric into a garment	Read references or view examples of tailored garments to explain the meaning of tailoring.
Types of Tailoring --Custom tailoring .Added detail with much handwork --Dressmaker tailoring .Softer and fewer interfacings .Little taping .Use simple dressmaker methods	Search for examples of garments that show the different types of tailoring. Summarize the differences. Visit a local business and look at patterns and/or garments on which tailoring techniques are used. Determine appropriateness of one of the garments according to factors discussed.
Factors to Consider before Selecting a Tailoring Method --Talent --Time --Budget --Coping skills --Wardrobe planning needs	Calculate total costs involved when tailoring a garment. Compare home vs. commercial tailored item. Prepare a display showing various tailoring processes.
Processes Unique to Tailoring --Special treatment of inner layers of fabric --Special shaping procedures --Special processes in construction of pockets, buttonholes, collars, or sleeves	

RESOURCES

Textbooks

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Speece, J. Tailoring touches. Lincoln, Neb.: University of Nebraska-Lincoln Cooperative Extension Service.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Equipment

OBJECTIVES *After observing a presentation on tailoring equipment, the student will be able to name and summarize the function of various kinds of tailoring equipment.*

Following a lesson on use of tailoring equipment, the student will be able to show how to use various pieces of tailoring equipment.

Using references and doing personal shopping to analyze features, the student will be able to develop guidelines for selecting tailoring equipment.

CONTENT	STUDENT LEARNING ACTIVITIES
Equipment for Tailoring --Press cloth --Tailor's ham --Press mitt --Sleeve board --Tailor board --Pounding block --Seam roll --Tailor's chalk	Read selected references on tailoring equipment and its use. Display different kinds of equipment needed for tailoring. Describe and summarize the functions of each item of equipment needed for tailoring.
Analyzing Types of Tailoring Equipment --Features --Cost --Versatility of specific items	Collect information on various kinds of equipment. Prepare and give a report on findings. Make a comparative study of various brands of tailoring equipment. Note differences and similarities among the brands.
Uses for Tailoring Equipment --Pre-construction .Placing, cutting, marking --Hand sewing --Machine stitching --Pressing	Demonstrate use of various kinds of tailoring equipment.
Criteria for Selecting Tailoring Equipment --Cost --Versatility of item --Use in construction --Type of fabric used --Construction processes --Type of finish desired for garment	Using selected tailoring equipment for a specific situation, specify reasons for use in a given situation. Take a field trip to a fabric shop to study available equipment to use in tailoring.

RESOURCES

Textbooks

Burns, M. The tailored look. Philadelphia, Pa.: J. B. Lippincott Company, 1976, 116-118.

Iowa Home Economics Association. Unit method of clothing construction. (6th ed.). Ames, Ia.: Iowa State University Press, 1979, 50-51.

Jones, J. Clothing--Your way. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 12, 15.

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Speece, J. Tailoring touches. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Standards

OBJECTIVES *Following a study of tailored garments, the student will be able to describe the characteristics of a tailored garment.*

Provided with an example of a tailored garment, the student will be able to relate standards for a tailored garment.

After examining the fit of a tailored garment, the student will be able to set up standards of fit for a tailored garment.

CONTENT	STUDENT LEARNING ACTIVITIES
Characteristics of a Tailored Garment --Properly interfaced to hold shape --Garment molded to retain shape --Collars and lapels lie flat or roll smoothly --Correctly pressed --Lining does not pull or interfere with outer fabric --Invisible hems	Discuss characteristics that classify a garment as tailored. Prepare a display of tailored garments showing specific characteristics of tailoring. Arrange an illustration of suitable patterns for a tailored garment. Point out features which meet criteria for a tailored garment.
Locate Standards for Judging Fit --Length and width measurements --Darts --Grainlines --Collars --Sleeves and shoulders --Pockets, flaps, and cuffs --Cuffs --Buttonholes and buttons --Hems	Set up standards for judging fit of tailored garments and/or component parts. Discuss meaning of ease and fit in a tailored garment. Evaluate a tailored garment to determine if standards set have been met.

RESOURCES

Textbooks

Jones, J. Clothing--Your way. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977, 120.

Levy, L. & Feldman, B. Textile workbook (Rev. ed.). Belmont, Calif.: Frearon Pitman Publishers, 1970, 118-119.

Ready, set, sew. New York: Butterick Publishing Co., 1971, 313.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Fabric and Pattern

OBJECTIVES *After consulting selected references on pattern and fabric selection, the student will be able to list factors that influence fabric and pattern selection for tailoring.*

Using examples of tailored garments or by taking a field trip to view garments, the student will be able to perceive current trends that are used in tailored items.

Following a review of pattern catalogs and fabric samples, the student will be able to select a pattern and a fabric suitable for use in constructing a tailored item.

CONTENT	STUDENT LEARNING ACTIVITIES
Factors Influencing Pattern and Fabric Selection --Personal wardrobe needs --Personal budgets --Current fashion --Individual style --Design of pattern for fabric selected --Ability --Experience in construction Choosing a Pattern for Tailoring --Characteristics of figure --Principles of line and design --Ease needed in various types of garments --Sewing ability Choosing a Tailored Garment --Compatible to figure --Harmonious to lifestyle --Agreeable in pattern and fabric --Cost-effective for the individual Fabrics Adaptable to Tailoring Techniques --Firmly woven --Pliable --Interesting surface texture --Medium weight	List factors to consider in selecting fabric for a tailored garment. Review figure types and characteristics as related to tailored garments. Determine lines suitable for individual type of figure. Identify principles of good design. Collect illustrations of good and poor design. Discuss amount of ease to use in garments for tailoring. Select a pattern appropriate for a tailoring project. Take field trip to a local store to review fabric and pattern choices available. Bring examples or pictures of tailored garments to class to note current styles in relation to pattern and fabric selected. Trace the history of the tailored garment. Identify societal influence on the longevity of the style.

Fabrics for Tailoring --Wool and wool blends --Rayon --Cotton --Linen --Polyester	Examine fabric samples. Discuss handling required and adaptability to tailoring techniques. Determine pattern, fabric, and notions suitable for tailoring.
Choosing Fabrics for Project --Ease of care --Durability --Resiliency --Fashion trends --Texture --Color --Occasion --Personal Qualities	Study care problems related to fabrics for tailoring. Discuss possible solutions to problem and reasons for the decisions reached. Study and discuss the choice of various fabrics used in tailoring in relation to selected factors.

RESOURCES

Textbooks

Burns, M. The tailored look. Philadelphia, Pa.: J. B. Lippincott Company, 1976, 5-8, 10, 12-13.

Hutton, J. Singer fashion tailoring. New York: The Singer Company, 1973, 1, 64-70, 73, 143-166.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Pre-Construction

OBJECTIVES *Given resources to study, the student will be able to describe the preliminary steps to cutting a tailored garment.*

Using materials and supplies, the student will be able to demonstrate correct procedures for cutting and marking a tailored garment.

CONTENT	STUDENT LEARNING ACTIVITIES
Preliminary Steps in Cutting a Tailored Garment --Separate pattern pieces. --Prepare pattern and fabric. --Alter pattern for outer fabric. --Select correct layout. --Fold material for pattern placement. --Place pattern on fabric with the grainline. --Pin pattern to fabric. --Prepare interfacing and lining.	Read text and references on alteration of patterns for tailored garment. Demonstrate principles of pattern alteration for the tailored garment. Alter pattern and lining for a tailored project. Review basic principles in placing pattern for cutting.
Preparing Fabric for Pattern Placement --Straightening fabric .Edges even .Grain perfect --Pre-shrinking fabric .Steam press commercially .London method	Review procedures for straightening fabric. Study references to determine reason for pre-shrinking fabric. Demonstrate methods for pre-shrinking fabric, interfacing, and lining.
Cutting a Tailored Garment --Cut with grain --Cut with accuracy	Demonstrate procedures for cutting a selected project.
Marking the Tailored Garment --Tailor's tacks --Thread-basting: center front and buttonholes --Tailor's chalk --Dressmaker's carbon and tracing wheel	Study, discuss, and determine kinds of markings to use on each of the fabrics selected for the tailored garment.

RESOURCES

Textbooks

Burns, M. *The tailored look*. Philadelphia, Pa.: J. B. Lippincott Company, 1976, 11, 15-21.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Lining, Underlining, Interfacing

OBJECTIVES *Given information on support fabrics, the student will be able to identify the terms lining, underlining, and interfacing and explain the function of each in garment construction.*

After receiving instruction on fabrics suited for support in garments, the student will be able to identify and select fabrics for lining, underlining, or interfacing a specific project.

Following a study of support fabrics, the student will be able to identify methods used to line/underline or interface a project.

Using available supplies and materials, the student will be able to place, cut, and mark support fabrics for selected pattern pieces.

After viewing demonstrations on support fabrics in garment construction, the student will be able to perform specific applications.

CONTENT	STUDENT LEARNING ACTIVITIES
Lining --Duplicate garment made from suitable fabric --Completely assembled --Sewn into garment with wrong side of garment and lining adjacent to each other	Read selected references on meaning of lining and underlining.
Underlining --Specially selected fabric used to back parts of the garment not interfaced	
Interfacing --Layer of fabric placed between facing and surface fabric	
Purposes of Lining/Underlining Interfacing --Provide shape in construction areas --Reduce strain	Discuss reasons for using lining or underlining.

- --Prevent distortion of garment fabric
- --Add warmth to garment
- --Provide finished inner-look

Appropriate Support Fabrics for Tailoring

- --Lining
  - .Satin
  - .Taffeta
  - .Twill
  - .Crepe
  - .Insulated fabrics
  - .Silk
- --Underlining
  - .Organza
  - .Undercurrent
  - .SiBonne
  - .Acso
  - .Siri
- --Interfacing
  - .Muslin
  - .Hair Canvas
  - .Nonwoven
  - .Iron-on

Placing, Marking, and Cutting Interfacing, Lining, Underlining

- --Place on lengthwise grain or same grain as outer fabric.
- --Cut from a separate pattern or from same piece as outer fabric.
- --Transfer markings using
  - .Tracing paper and wheel.
  - .Basting thread, and
  - .Tailor's tacks or chalk.

Constructing and Applying Interfacing

- --Trim interfacing diagonally across seam corners.
- --Lap seam lines and stitch
- --Pin to wrong or underside of garment piece.
- --Machine stitch.
- --Trim interfacing seam allowance close to stitching line.

Constructing and Applying Underlining

- --Pin underlining fabric to wrong side of garment.
- --Machine stitch underlining and outer fabric together.

Constructing and Applying Lining

- --Mark, stay-stitch, and make darts in lining.
- --Stitch and press lining of seams.
- --Stitch lining and garment together, wrong sides together.

Make a display of support fabrics. Label the different fabrics and explain uses of each.

Using selected patterns for project, determine type of support fabrics to use.

View support fabrics used in commercially tailored garments.

Identify fabrics used for support. Discuss advantages and disadvantages of each.

Observe demonstrations on applying various types of support fabrics.

Apply support fabrics to a specific project.

RESOURCES

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Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 508-511, 545.

Ready, set, sew. New York: Butterick Publishing Company, 1971, 294, 307-312.

The Vogue sewing book (rev. ed.). New York: Butterick Division, American Can Company, 1973, 369-373.

Vanderhoff, M., Franck, L. & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 407, 423-428.

Bulletins

Clark, K. Easy tailoring. Morgantown, W. Va.: West Virginia Cooperative Extension Service, 1980.

Custom and fusible tailoring. Stamford, Ct.: Coats & Clark, Inc.

Potter, G. D. Making a casual coat. Knoxville, Tn.: University of Tennessee Agricultural Extension Service, 1980.

Rader, H. Coats. Knoxville, Tn.: University of Tennessee Agricultural Extension Service.

Rader, H. Tailoring. Knoxville, Tn.: University of Tennessee Agricultural Extension Service.

Speece, J. Tailoring touches. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Pressing

OBJECTIVES *After reading selected references on tailor pressing, the student will be able to summarize basic guidelines and techniques used for pressing.*

Using the pattern guide and the tailored garment sample, the student will be able to show parts that will need pressing.

After observing a demonstration on pressing equipment used in tailoring, the student will be able to demonstrate pressing techniques while constructing a tailored garment.

CONTENT	STUDENT LEARNING ACTIVITIES
Purpose of Pressing --Create and maintain garment shape .Form crease lines .Flatten edges .Restore texture	Review purpose for pressing during tailoring. Identify specific techniques associated with tailor pressing.
Basic Guidelines and Techniques for Tailor Pressing --Press on wrong side. --Use steam iron and press cloth. --Raise and lower iron on fabric (not pushing motion).	Review use of pressing equipment: needleboard, clapper, press mit, seam roll, pounding block and point presser, and tailor's ham. Study selected references on basic guidelines for pressing a tailored item. Demonstrate pressing techniques.
Requirements for Tailor Pressing --Moisture .Steam setting on iron .Dampened cheese cloth .Spray or steam spray of iron --Correct heat setting --Pressure	Discuss the basic requirements for pressing. Determine specific requirements for selected fabric. Using various tailoring fabrics, test the effects of heat, steam, and pressure on fabric.
Problems from Improper Pressing --Iron shine --Waterspotting --Impressions on the right side of fabric	Observe pressing techniques used on tailored garments. Point out areas of overpressing or those which need additional pressing.

Tailoring Processes that Require Pressing --Seams --Fullness .Darts .Pleats .Tucks --Collar .Lapel --Facing --Waistline seams --Fasteners .Zippers .Buttonholes --Sleeves --Hems	Using a tailored project, point out specific areas that require pressing.
Construction Pressing --Pressing as you sew --Seam pressing --Blocking specific areas .Create sharp, thin edges --Final pressing	List special techniques of pressing for a tailored project. Press construction details on a specific project.

RESOURCES

Textbooks

Burns, M. The tailored look. Philadelphia, Pa.: J. B. Lippincott Company, 1976, 110-116, 118-124.

Hutton, J. Singer fashion tailoring. New York: The Singer Company, 1973, 175.

Iowa Home Economics Association. Unit method of clothing construction (6th ed.). Ames, Ia.: Iowa State University Press, 1979, 50.

McDermott, I., Norris, J. & Nicholas, J. Homemaking for teen-agers: Book II (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 333-335.

New Simplicity sewing book. New York: Simplicity Pattern Company, 1979, 187-191.

Vanderhoff, M., Franck, L. & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 388-396.

Bulletins

Clark, K. Easy tailoring. Morgantown, W. Va.: West Virginia Cooperative Extension Service, 1980.

Custom and fusible tailoring. Stamford, Ct.: Coats & Clark, Inc.

Potter, G. D. Making a casual coat. Knoxville, Tn.: University of Tennessee Agricultural Extension Service, 1980.

Rader, H. *Tailoring*. Knoxville, Tn.: University of Tennessee Agricultural Extension Service.

Speece, J. *Tailoring touches*. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Principles of Fitting

OBJECTIVES *Given information on fitting a tailored garment, the student will be able to summarize principles of good fit in a tailored garment.*

Using selected points on principles of good fit, the student will be able to assess the quality of fit of a specific tailored garment.

Following a demonstration on garment alterations, the student will be able to plan and make alterations necessary for a good fit in a specific tailored project.

CONTENT	STUDENT LEARNING ACTIVITIES
Principles of a Good Fit --Key lines on grain --Lines comform to body structure --Adequate ease --Balance	Explain fit.
Determine Fit of a Tailored Garment --Try on a fabric shell of the garment. --Compare pattern and body measurements. --Make a trial garment. --Use a corrected master pattern.	
Basic Alterations for a Tailored Garment --Length --Width --Dart Placement	Discuss type of alterations needed on pattern. Compare similarities and differences in alteration problems of tailored and non-tailored items.
Planning Alterations --Analysis of the problem .Length .Width .Dart Placement .Shoulder Shapes .Collar placement .Sleeve length and placement .Lining fit .Buttonhole and pocket placement	Evaluate a tailored garment. Discover fitting problems and suggest possible solutions.

General Rules for Altering
- --Width
  - .Add or subtract ¼ of desired amount on each edge.
  - .Make identical alterations on all corresponding edges and/or pattern pieces.
- --Length
  - .Add and trim desired amount from lower edge of pattern.
  - .Make changes in body of pattern by inserting paper or by folding a tuck in the pattern.

View a demonstration on altering the pattern in length or width.

Prepare a tailoring information bulletin for distribution at local stores or other appropriate outlets.

RESOURCES

Textbooks

Hutton, J. Singer fashion tailoring. New York: The Singer Company, 1973, 3, 6-28.

Ready, set, sew. New York: Butterick Publishing Company, 1971, 303.

The Vogue sewing book (Rev. ed.). New York: Butterick Division, American Can Company, 1973, 354-355, 367.

Vanderhoff, M., Franck, L. & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 398-399.

Bulletins

Clark, K. Easy tailoring. Morgantown, W. Va.: West Virginia Cooperative Extension Service, 1980.

Custom and fusible tailoring. Stamford, Ct.: Coats & Clark, Inc.

Potter, G. D. Making a casual coat. Knoxville, Tn.: University of Tennessee Agricultural Extension Service, 1980.

Rader, H. Coats. Knoxville, Tn.: University of Tennessee Agricultural Extension Service.

Rader, H. Tailoring. Knoxville, Tn.: University of Tennessee Agricultural Extension Service.

Speece, J. Tailoring touches. Lincoln, Ne.: University of Nebraska-Lincoln Cooperative Extension Service.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Construction Techniques

OBJECTIVES *Upon completion of pattern study for a tailored garment, the student will be able to cite construction techniques required for the selected item.*

Following demonstrations on various tailoring techniques for a specific project, the student will be able to summarize steps used in the various construction processes.

Given case studies on construction processes for a tailored project, the student will be able to explain reasons for use of the techniques.

Using supplies and materials, the student will be able to demonstrate specific construction techniques in tailoring.

Analyzing tailored garments with specific construction techniques, the student will be able to determine the techniques suitable for a specific project.

After study and demonstration on specific techniques, the student will be able to apply these techniques in an applied construction activity.

CONTENT	STUDENT LEARNING ACTIVITIES
Construction Techniques in Tailoring --Tailor tacking --Underlining --Linings --Pad stitching --Bound Buttonholes --Weight application --Covered hooks and snaps --Interfacing --Special hand stitches --Vents, pleats	Study guide sheet of pattern. List construction techniques used in tailoring. Observe demonstrations on specific techniques. Summarize steps in tailoring processes.
Reasons for Using Special Tailored Techniques --Professional appearance --Mold to the contour of the body	Read about construction tailoring in selected literature. Select three reasons for using special techniques.

--Shaping --Quality product	Visit store, observe tailored garments, and note the use of special techniques.

RESOURCES

Textbooks

Burns, M. The tailored look. Philadelphia, Pa.: J. B. Lippincott Company, 1976, 22-44, 64-90, 94-109.

Hutton, J. Singer fashion tailoring. New York: The Singer Company, 1973, 34-56, 72, 117-142.

McDermott, I., Norris, J. & Nicholas, J. Homemaking for teen-agers: Book II (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 335-341.

New Simplicity sewing book. New York: Simplicity Pattern Company, 1979, 238-250.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 500-507, 513-544.

Ready, set, sew. New York: Butterick Publishing Company, 1971, 295-307.

The Vogue sewing book (Rev. ed.). New York: Butterick Division, American Can Company, 1973, 356-369, 428-434.

Vanderhoff, M., Franck, L. & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 397-398, 405-422.

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Clark, K. Easy tailoring. Morgantown, W. Va.: West Virginia Cooperative Extension Service, 1980.

Custom and fusible tailoring. Stamford, Ct.: Coats & Clark, Inc.

Potter, G. D. Making a casual coat. Knoxville, Tn.: University of Tennessee Agricultural Extension Service, 1980.

Rader, H. Coats. Knoxville, Tn.: University of Tennessee Agricultural Extension Service.

Rader, H. Tailoring. Knoxville, Tn.: University of Tennessee Agricultural Extension Service.

Speece, J. Tailoring touches. Lincoln, Neb.: University of Nebraska-Lincoln Cooperative Extension Service.

APPENDIX

SUPPLEMENTARY MATERIALS

Academic Media Center
University of North Dakota
Grand Forks, North Dakota 58202

How The Teenage Male Can Apply Line, Design, and Color to Clothing Choices - Slide tape presentation (80 slides + manual) that details the use of line, color, design, and proportion in creating visual impressions which will aid the teenage male to achieve the physical appearance he desires.

Bergwall Products, Inc.
839 Stewart Avenue
Garden City, N.Y. 11530

Filmstrips: Each filmstrip has an accompanying cassette plus a study guide with review questions.

930 Sewing Equipment 12-17 min.

1. Tools and Supplies
   Measuring Tools
   Using Cutting Tools
   Marking Tools
   Pins and Needles
   Thread
   Pressing Equipment
   Notions

2. Sewing Machine (Singer)
   Parts
   Changing Needle
   Threading
   Bobbin Winding
   Choosing Machine Needles
   Machine Stitching--Testing Tension and Pressure

Pattern and Fabric 12-17 min.

1. Finding Your Figure Type
   Figure Types Used by Pattern Companies
   Taking Body Measurements
   Finding Correct Pattern Size

2. Choosing Patterns and Fabrics
   Measuring for Patterns
   Pattern Selection
   Reading and Interpreting Pattern Catalog and Envelope (front and back)
   Natural and Synthetic Fabrics
   Choosing Fabric
   Determining Amount of Fabric to Buy
   Matching Notions

934 How To Make a Blouse 11-12 min. (Simplicity Pattern #8293)

1. Preparing the Pattern and Fabric
   Reading Guide Sheet
   Pattern Symbols
   Measuring Pattern
   Altering Pattern
   Fabric Preparation--Shrinking, Folding, Pressing, Straightening
   Placing Pattern, Cutting, Marking

2. Sewing the Blouse
   Stay-Stitching
   Pinning
   Facing
   Seams
   Reinforcing curves, clipping
   Casing (sleeves, waistline)
   Hemming

935 How To Make Pants 12-15 min. (Simplicity Pattern #7872)

1. Preparing the Pattern and Fabric
   Concepts are similar to blouse

2. Sewing the Pants (Men)
   Stay-Stitching
   Fly Front Zipper
   Pockets
   Back Yoke
   Seams--topstitching
   Waistband
   Belt Carriers
   Hem Buttons and Buttonholes

932 How To Make a Skirt 12-13 min. (Simplicity Pattern #8295)

1. Preparing the Pattern and Fabric
   Concepts are similar to blouse

2. How to Make a Skirt
   Stay-Stitching
   Darts, Gathers
   Pressing Darts
   Seams, Finishing
   Centered Zipper Application
   Waistband with Interfacing
   Fasteners (Hooks and Eyes)
   Hemming

933 How To Make a Shirt 14-19 min.

1. Preparing the Pattern and Fabric
   Concepts are Similar to Blouse
2. Sewing the Shirt (Men)
   Stay-Stitching
   Patch Pocket and Flap
   Yoke
   Shirt Collar
   Sleeve, Placket, Cuff
   Finishing Seams
   Hemming
   Buttons and Buttonholes

Career Aids, Inc.
8950 Lurline Ave., Dept F2
Chatsworth, CA 91311

Careers in Fashion - 35 color slides focus on three key areas--design/production, retailing and communications--and stresses skills transferable from one fashion occupation to another. Cassette and a printed commentary are included with the program.

Fashion: A Provocative Complexity--The filmstrip/cassette program presents a brief history of retailing. Information on the way we shop and the difference between style and fashion are discussed.

Clothing Care Series--Five filmstrips and accompanying cassettes on all phases of clothing care include:
   Teacher's Guide
   Laundromat
   Dry-Cleaning
   Laundry Products
   General Clothing Care
   Ironing

Color and You--Program on the use of color in selecting basic clothes and accessories. Kit contains one color fimstrip and cassette.

Learn-to-Sew Series--Cartoon filmstrip and cassettes are informative and highly motivating. Poster, Teacher's Guide, and Spirit Masters are included.

   Let's Learn About Sewing--Sewing history, equipment, materials and supplies

   Sewing a Beginner's Project--Step-by-step construction of a project

Spending Money on Clothes--Depicts management of a clothing budget in relation to the family

Sewing Clothes for Yourself--Basic sewing techniques

How to Dress Well Economically--Filmstrip and accompanying cassette aids the student to learn important tips on planning a coordinated wardrobe, when to buy, how to judge quality, and how to care for clothing.

Fit and Fashion--Filmstrip and cassette program discusses figure type, selection of pattern size, where and how much to adjust patterns, and how to make pattern adjustments.

Fashion and Textiles--Program covers interviews with professionals on the job and emphasize abilities necessary for success in the field of fashion and textiles--a good understanding of design, a familiarity with the market, a knowledge of fabrics, and a solid background in fashion technology. Three color filmstrips with accompanying cassettes are included with the program guide.

Plan Sewing and Handicrafts--Individualized course on basic sewing skills used in fashion topics include:

- Sewing Maching Operation
- Seams, Stitches, and Sewing Techniques
- Designing
- Patterns and Alterations
- Linings and Interfacings
- Decorative Finishing Touches

Make-up for the Natural Look--Program depicts value of good skin care and using make-up to enhance the natural look. A teacher's manual accompanies the filmstrip and cassette.

Coats and Clark, Inc.
Dept. P81
P. O. Box 1010
Toccoa, GA 30577

Basic Reference Leaflets

- Thread--Thread construction and principles of hand and machine sewing
- Zippers--Basic and special zipper installations as well as facings and finishing techniques
- Tapes and Trims--Casings, facings, and bindings
- Grain--Principles of grain in woven, knit, and nonwoven fabrics
- Marking--How to mark pattern symbols, marking methods, and equipment
- Seams and Seam Finishes--Instructions for seams and seam finishes plus handling special seams
- Hems--Preparing hem, hemming stitches, and special couture finishes

Mending--Patching, darning, replacing a zipper, turning collars and cuffs
Tailoring--Tailoring techniques for women's jackets and coats
Saving Energy--How to use clothing and textiles to save energy in different kinds of weather
Metrics for Clothing Construction--Teaching ideas for using metrics in sewing
Time Saving Sewing--Techniques and hints to help speed up your sewing
Sewing for Children--Techniques to use for garments for toddlers and pre-schoolers
Menswear I--Pants--Fly front zipper, back welt pocket, and waistband
Buttonholes--Instructions for bound, handworked, and machine-worked buttonholes
Let's Face It--Facing and interfacing techniques; interfacing resource chart
Denim--Seams, topstitching, and fly front and flat-fell zippers
Jersey Single Knits--Ribbing, binding, and exposed zippers
Lingerie--Selection of patterns and fabrics; special sewing and trimming techniques
Short Pile Fabrics--Techniques for corduroy, velveteen, and velvet
Sewing Today's Fabrics--Fake furs, double knits, sweater knits

Educational Dimensions Group
Box 126
Stamford, CT 06904

Filmstrip: Each filmstrip has an accompanying cassette plus a study guide with short quiz of contents.

408-Careers in Fashion Design--Part I Background--History of Fashion

408-Careers in Fashion Design--Part II--The Job

1065-Sewing Basics
- Part I--Color and Fabrics
- Part II--The Sewing Machine
- Part III--Body Measurements, Pattern Study, Cutting and Making a Vest
- Part IV--Fitting and Alterations

Homemaking Research Laboratories
Tony, WS 54563

Beginning Sewing Techniques--Packet contains lessons on sewing machine stitches, fastening threads, stay-stitching, lengthening and shortening patterns, marking and stitching darts, application of facing, hand stitches, seam finishes, and zippers. Packet contains student texts with illustrated exercises, student tests, and teacher's key to exercise and tests.

Individualized Instruction Units in Clothing--Units contain complete lesson plans on actual construction of a garment. Program includes a teacher's guide and key. Contract test sets for the program can be used with content.

Sew Your Own--Emphasis is placed on sewing techniques used by "Ready-to-Wear" manufacturers.

Whole Sewing Catalog--Step-by-step instructions on pattern and fabric selection, layout of material, cutting, marking, making seams, darts, pleats, tucks, gathers, pockets, buttonholes, hems, alterations, zippers, buttons, and more.

Sewing Know-Why--Student workbooks, teacher's manual, and reproduction of workbook sheets in wall chart form and masters for overhead transparencies. Covers concepts needed to learn to sew based on understanding fabric, pattern, sewing machine, and clothing construction.

Look Like Yourself and Love It--Guide to personal style contains information on projecting a successful image, changing handicaps to assets, avoiding future wardrobe mistakes, choosing complementary hairstyles, makeup, glasses, and understanding and valuing yourself and others.

Home Economics School Service
10,000 Culver Blvd., Dept 82
P O Box 802
Culver City, CA 90230-0802

Clothing--Two-part color filmstrip examines clothing from around the world, the functions of clothing, different materials used for clothing, the ways they are prepared, and how clothing is cared for. Cassette and teacher's guide comes with filmstrips.

Great Sewing Activities--Set of 50 spirit duplicating masters test students' knowledge of the sewing machine, fabrics, stitches, styles, patterns, seams, darts, mending, and sewing projects that include patterns.

Clothing and Fashion: A History--Filmstrips with accompanying cassettes show drawings of the costumes in vogue during history's major eras.

Fun with Sewing Vocabulary--Duplicating masters and reproducible pages focus on word games and quizzes in sewing and fashion vocabulary.

Try It On/Dress for Less--Kit centers on high interest/low reading level reader and an accompanying work text dealing with buying clothing and related practical consumer concerns. The kit also contains a read-along cassette and two guides.

Crossword Puzzles for Textiles and Clothing--Book contains 18 puzzles which can be reproduced by any photographic process.

Consumer Clothing--Packet contains 20 activities designed to help students improve skills in clothing value, clothing care and repair, and sewing machine safety and operation. Project contracts and evaluation sheets are included in packet.

Crossroads 3: Fashion and Textiles--Three color filmstrips with cassettes present basic skills needed for careers in the area. Two of the filmstrips examine in-depth careers as fashion editor and manager of a retail outlet. Guide and 36 duplicating masters are included in the media kit.

Maclean Hunter Learning Resources
708 Third Avenue
New York, NY 10017

Butterick Sewing Series
- A Trip to the Fabric Store
- Get Set to Sew--Demonstrates how to make pattern adjustments, lay out a pattern, and cut and mark fabrics accurately.
- Planning to Sew--Program teaches students how to evaluate their wardrobe needs, select projects that fit their lifestyles, personalities, and budgets, and determine their body types and pattern sizes.
- Starting to Sew--Review of the sewing machine and basic sewing techniques are given.
- Taking Shape-- Techniques presented are easing, gathering, using interfacing, grading, trimming, clipping and notching.
- Finishing Touches--Program teaches about hems, closures, and trims.

Each of the series contains two filmstrips, duplicating masters, educator's guide, and wall charts.

See and Sew Transparency Series

Get Ready to Sew--Lessons on Know Yourself, Pattern Envelope, Consumer Decisions, Natural Fibers, Man-Made Fibers, Labeling, Sewing Notions and Equipment

Get Perfect Fit--Lessons on Measuring, Figure Types, Flat Pattern Adjustments, Circumference Adjustments, Front and Back Adjustments, Neckline to Shoulder, Sleeve and Armhole, Fitting Pants, and Fit as You Sew

Get Set to Sew--Topics included are Instruction Sheet, Pattern Symbols, Pattern Layout, Cutting and Marking, Language of Shaping, Machine Stitching, and Pressing

Sew I--Covers Seams, Curves and Corners, Seam Finishes, Darts, Facings, Zippers and Zipper Feet, Invisible Zippers, Conventional Zippers, Snaps and Hooks, Waistbands

Sew II--Topics include Shaping, Collars, Sleeves, Sleeve Finishes, Buttons and Buttonholes, Bound Buttonholes, Gatherings and Casings, and Pockets

Menswear I--Topics covered are You and Your Clothes, Pattern Envelope, Notions, Measuring, Flat Pattern Adjustments, Pattern Symbols, Instruction Sheets, Pattern Layout, Cutting and Marking, Shaping and Machine Stitching

Menswear II--Topics include Bands and Yokes, Banded Collars, Plackets and Pockets, Machine Buttonholes, Sleeves, Fly-front Zippers, Waistbands, Cuffs, and Hems

Quick and Easy Sewing Transparencies--Sewing information contains 76 transparencies divided into subject areas with instruction sheets

Clothing Communicates--Filmstrip designed to help students understand how clothing reflects one's personality and society's tranditions and attitudes

Making Clothing Choices--Filmstrip demonstrates how to apply the elements and principles of clothing design to student's individual needs

Planning Your Wardrobe--Filmstrip shows how to plan and develop a wardrobe that suits one's lifestyle and budget

Spending Your Clothing Dollars--Filmstrip teaches one how to shop and care for clothing intelligently by comparison shopping, credit, and proper cleaning and storing

Careers in Fashion Design and Manufacturing--Shows students what they can expect from a career in fashion design or manufacturing; two filmstrips, duplicating masters, wall chart and educator's guide

Careers in Fashion Merchandising and Promotion--Filmstrips introduce students to the opportunities available in the fashion merchandising and promotion fields. Program contains duplicating masters, wall chart, and educator's guide

At Home with Textiles--Filmstrip contains information on the construction and uses of textiles. Program contains duplicating masters, wall chart, and educator's guide

Living Color--Filmstrip discusses color terminology and explains basic color schemes. Duplicating masters, wall chart, and educator's guide are included with program

Basic Concepts in Clothing--Topics covered are fad and fashion, elements of fashion design, basic clothing construction, and how to plan, purchase, and maintain a wardrobe. Program has four filmstrips, duplicating masters, transparencies and educator's guide

Discovering Fibers and Fabrics--Filmstrips explore fibers, steps in fabric production, qualities of different fabrics, the reasons for blends, and the effects of finishes on a fabric's performance

Sewing to Fit--Review of making accurate body measurements and analysis of one's body structure

American Man: 200 Years of Authentic Fashion--Story of how events and attitudes of each era have been relected in men's clothing. Kit contains two filmstrips

American Woman: 200 Years of Authentic Fashion--Depicts for students how women's fashion has been influenced by historical events. Program has two filmstrips, wall chart, and educator's guide

The Butterick Fabric Handbook--Complete source book for fabric selection and care

The McCall Pattern Company
P. O. Box 9119
Manhattan, KS 65502

Filmstrips

Fabric Fashion Forecast

McCall's Custom Method of Sewing--Color filmstrips detailing steps in garment construction

- Begin With the Pattern
- Start to Sew
- Facing a Neckline
- Making a Bound Buttonhole
- Setting in a Sleeve
- Applying a Waistband
- Hemming a Skirt
- Handling Plaids and Stripes
- Figure Your Size

Historical Highlights and Contemporary Clothes

Birth of a Pattern--Color filmstrip showing how a pattern is made; includes career information in the pattern industry

How to Make It in Fun Fur--Filmstrip details instructions for sew-and with fake fur

McCall's Custom Method of Tailoring--Two filmstrips with instruction commentary on step-by-step process in jacket or coat construction

Leaflets

- Guide for Color Study, Revised
- Color and You
- Careers in the Pattern Industry
- Know Before You Sew
- Knit Novelties--Information/activity sheets dealing with characteristics and handling of special knits
- Border Print Basics--Innovative use of classic and new border prints
- Quilteds--Quite Easy--Design selection, layout hints, and special constructions

Booklets

- The Creative Art of Tailoring--Techniques for tailoring a coat or jacket
- Elementary Pattern Adjustments--Quick guide to making basic pattern adjustments for perfect fit
- Careers--Information about various jobs in home economics field
- How to Fit Book--Sewing tips and how to's for solving fitting problems

Charts

- Line-wise--Principles of optical illusions
- Female Figure Types--Male Figure Types--Body measurements in customary units and metric units. Tips for determining pattern size and how to take measurements
- Color Wheel--Charts with color discs illustrating how to teach color step by step
- Optical Illusion Posters--Line art illustrating simple optical illusions and how they are used in fashion
- All Basics Chart of Sewing--Wall flip chart consisting of fundamental sewing constructions and terms
- Fabric Conversion Charts

Man-Made Fiber Producers Association, Inc.
1150 17th Street, N.W.
Washington, D.C. 20036

Man-Made Fibers--History of man-made fibers, types, production, and the combining of fibers to make fabrics

Nasco
901 Jamesville Ave.
Fort Atkinson, WS 53538

GAMES

Wheel of Fabrics, Fibers and Finishes--Fabric selection and care

Clothing Styles--Terminology used in fashion ads and pattern descriptions

Sewing Tools--Students become aware of different kinds of sewing tools

Good Grooming Game--Good grooming practices

Yardbird--Game teaches students to purchase the proper amount of yardage for sewing projects.

Fashions from the Past--Game designed for increasing fashion vocabulary

Teaching Packet for Fabric Recycling--Student guide, study questions, and work plan for fabric recycling

Activities for Clothing Classes--Activities include crosswords on sewing tools, sewing machine parts, identification of different types of sleeves, collars, necklines, spelling tricky sewing words, pattern envelope information, and fabrics

Grooming and Personal Development--Ten puzzles designed for boys on manners, personality, posture, grooming, careers, makeup, and skin care

Nasco Fabric Files--Files designed to teach composition and characteristics of the different fabrics

Sewing Instruction Folders--Developed for knit fabrics. Folders contain printed instructions, and examples of sewing methods are included. Topics are patch pockets, seams and seam finishes, elastic waistband, stay-stitching, hem finishes, interfacings, zippers, and linings.

Nasco Clothing Construction Folders--Discusses techniques to use for zippers, seams and seam finishes, buttonholes, hems, gussets, bias, set-in sleeves, plain cuffs, mitering, pockets, and tailoring tips. Folders contain detailed directions in each folder and actual samples of sewing methods are attached to inside of the folders.

Nasco Plaid Kit--Transparencies of plaids plus fabric samples of different kinds of plaids with description of characteristics

Nasco Interfacing Kit--Samples of interfacing fabrics with overhead projector transparency

Nasco Lining Kit--Collection of lining fabrics with characteristics, uses, and fiber content

Neckline Sampling Kit--Kit includes 10 neckline samples, student booklets and exercise sheets, and a teacher's guide.

Color Kit--Kit contains materials for color schemes; color vocabulary; color wheel; and color in relationship to one's likes, dislikes, personality, body shape, complexion, hair, and eyes. Teacher's manual, 12 color collars, student workbooks and tests, and two color wheel posters come with the kit.

Nasco Sewing Transparencies

- Equipment for Sewing
- Measuring for Pattern Selection
- Figure and Fit
- Pattern Study
- When You Shop for Fabric
- Use of Interfacing
- Understanding the Grain of Fabric
- Making Fabric Grain Perfect/Preparation of Fabric for Sewing
- Pattern Layout
- Methods of Marking Fabric
- Finishes for a Plain Seam
- Seam Variations
- Basic Hand Stitches
- Stitching and Finishing Darts
- Directional Stitching/Stay Stitching
- Pressing Techniques
- Application of a Lapped Zipper
- Application of Slot Seam Zipper
- Waistband Construction and Application
- Clipping and Notching--Removing Bulk from Seams
- Dressmaker Collar Construction
- Application of Fitted Neckline and Armseye Facings
- Construction of Bound Buttonholes
- Construction of Machine Made Buttonholes
- Understitching
- Hem Finishes/Hem Stitches
- Hems for Flared and Circular Skirts
- Understanding Bias
- Vocabulary of Sewing Terms
- Proper Hem Measurements
- Applying Grippers
- Select the Best Fasteners
- Making Covered Buttons
- Fabric Structures--Four Basic Weaves
- Fitting Pants

Care of Hands and Nails--Slide set program teaches student how to care for hands, nails, and feet.

Pellon Corporation
Education Department
119 W. 40th Street
New York, NY 10018

Interfacing: What, Why, Where, How--The program describes the importance of interfacing, why interfacing is used in a garment, when and where to use a sew-in or fusible interfacing, and how to select an interfacing according to styling of garment. Kit contains a color filmstrip, tape cassette, teacher's guide with duplicating masters, Pick-a-Pellon Guide Sheet, Swatch Pad of interfacings, and a poster.

Sears, Roebuck and Co.
Sears Tower
Chicago, IL 60684

Booklets

Selecting Fashions--Emphasizes style, figure types, fit, workmanship, and coordination of the mature woman

Selecting Teen Fashions--Considers how to build a wardrobe for teen girls with fashion, fit, and quality

Young Men's Clothing--Tells how clothing communicates with emphasis on vocabulary, care, coordination, buymanship, and fibers

How to Select Infants' and Children's Clothing--Discusses the clothing requirements of children from birth through age five with emphasis on design, fit, and growth features

A Cash Buying Plan for Children's Clothes--Guide to the planning and management of limited resources for children's clothing with a step-by-step clothing budget, buying plan, and buying chart

Sears Color Wheel--A 21-inch color wheel illustrating different hues. Guide is enclosed to help assemble and use color wheel to build color schemes and apply color principles

Sears Fabricare Manual--Features seven swatches of most commonly used fabrics with extensive care information for each

The Basics: Clothing and Accessories--Basics of men's clothing defined and illustrated in the 80-frame filmstrip with cassette narration and study guide

The Basics: Sportswear--80-frame filmstrip with cassette narration and study guide covers sportswear separates, fabrics, outerwear and current style trends

Simplicity Pattern Co.
901 Wayne Street
Niles, MI 49121

Leaflets and Booklets

- Simple Pattern Adjustments
- Pressing Pointers
- Fashion Smarts
- Sewing Shortcuts
- Say it with Stitches
- Simplicity's Mini Dictionary
- Fabric-Wise Shopping
- Knit Know-How
- All About Plaids
- Fabric Makes the Fashion
- Metric's Sew Easy
- Sewing on Your Own
- Measure Up
- What Pattern Size Am I?
- Napped Fabric Know-How
- A Fuss-Free Guide to Fitting Pants
- "How to Sew" Lesson Set
- Sewing is Fun and Easy with a Simplicity Pattern
- Find Your Size Wall Chart
- Fashion It
- Sewing Sheers and Laces
- Sewing Quilted Fabrics
- Napped Fabrics

The Soap and Detertent Association
475 Park Avenue South
New York, NY 10016

Measuring Your Way to a Better Wash--Booklet describes how much laundry detergent to use.

Soaps and Detergents--Information about cleaning products--ingredients, how they are made, how they work, and the various kinds of products available to the consumer

Society for Visual Education
Department LP
1345 Diversey Parkway
Chicago, IL 60614

Getting a Job--Program of filmstrips, cassettes, teacher's manual, and 25 skill extenders include the following titles: Making a Career Decision, Preparing to Hold a Job, Looking for a Job, and The Job Interview.

Advancing on the Job--Set of filmstrips, cassettes, teacher's manual, and 25 skill extenders has the following titles: Job Success, Developing Good Work Habits, Evaluating Your Work Performance, and Advancing on the Job.

Good Grooming--Complete good grooming program includes filmstrips with cassettes and teacher's manual. Titles included are Looking Good, Feeling Good; Diet and Exercise; Skin Care and Hair Care; Choosing Your Own Style.

Understanding Your Sewing Machine--Program of filmstrips and cassettes along with teacher's manual include these titles: What Makes Your Sewing Machine Sew; Taking Care of Your Sewing Machine; Corrective Maintenance on Your Sewing Machine; and Easy Solutions to Sewing Difficulties.

Teaching Aids Incorporated
P.O. Box 1798
Costa Mesa, CA 92626-0798

Fundamental of Sewing Knits--Filmstrip titles included are: Round Neck Knit Tops, "V" Neck Knit Tops, Slacks and Shorts, Swimwear, Cardigan, and Alpaca Sweaters. Teacher's manual is included with materials.

Fundamentals of Sewing: Woven Fabrics--Eight filmstrips with accompanying teacher's manual include the following titles: Equipment and Supplies, Fabric Structure; Sewing Terms, Preparation, Triangle Scarf; Construction of a Jumper--Part 1; Construction of a Jumper--Part 2; Construction of a Jumper-Part 3; Construction of a shirtdress--Part 1; Construction of a shirtdress--Part 2; and Construction of a shirtdress--Part 3.

How to Make a Skirt

Preparing the Pattern and Fabric--Cassette and filmstrip shows how to read a pattern guidesheet, how to understand pattern markings, and how to lengthen or shorten a pattern.

Sewing the Skirt--Filmstrip shows how to make a skirt with gathers in the front, darts in the back, and a zipper.

Study guide and cassette come with the filmstrip.

Clothing: Age Cycles and Choices--Function and age cycles; cost, style, quality and planning. Twelve transparencies, 16 duplicating masters, and a teacher's guide are included in the program.

The Psychology of Fashion--Filmstrip explores the world of fashion and how it affects personality. Cassette and teacher's guide are included.

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, MO 63011

Clothing Construction Film Loops--Set of 24 includes Preliminary Techniques, Basic Sewing Techniques, Advanced Sewing Techniques. Each film is four minutes in length, comes with a guide,and illustrates the techniques used to solve the problems encountered in learning to sew.

Guide to Modern Clothing Transparencies--11 Color transparencies on line and color in clothes and another set that contains nine visuals on Design in Clothes. The transparencies contain acetate sheets, front matter, and Teacher's Guide Notes.

Westinghouse Learning Corporation
5005 West 110th Street
Oak Lawn, IL 60453

Plan Sewing and Handicrafts--Individualized activity program that includes the following topics: sewing machine operation, patterns and alterations, seams, stitches and sewing techniques, linings and interfacings, designing, decorative finishing touches. Kit contains student progress books, teacher's guide, test card set, and answer pads, daily progress wall chart, duplicating masters, and teacher planning forms.

Clothing Construction

Topic: Sewing Equipment

Subtopic: Selection, Use, and Care of Small Equipment

"TOOLS OF THE TRADE"

Use quality pictures or minuatures or models of small equipment and attach them to the bulletin board attractively.

Use three dimensional letters for identification of equipment.

Topic: Sewing Equipment

Sub Topic: Selection of Large Equipment
(Sewing Machine)

"GET ACQUAINTED WITH ME."

Draw or get picture of sewing machine.

Attach to bulletin board.

Write names of parts on construction paper. Students can attach them to the appropriate place on the sewing machine picture.

Topic: Sewing Equipment

Subtopic: Use of Sewing Equipment
(Sewing Machine)

"I CAN'T WORK ALONE."

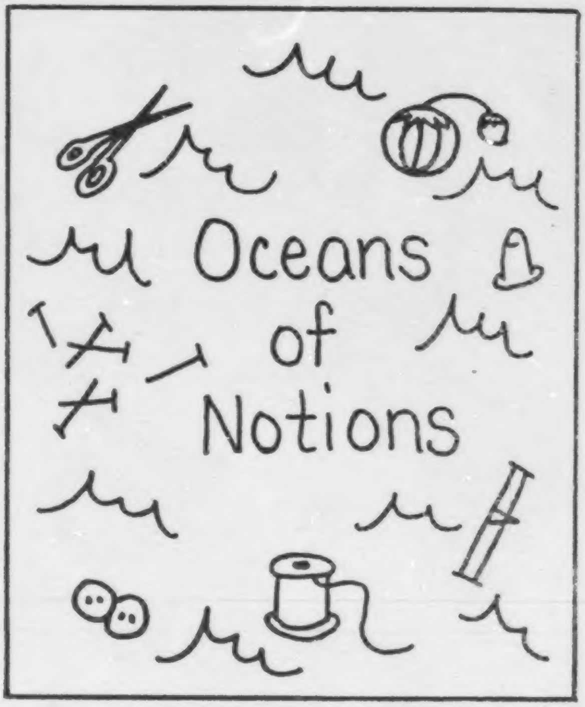
"I NEED SOME THREAD."

Attach a picture of a sewing machine to the bulletin board.

Use a strip of yarn and connect with pin on parts to be threaded.

Topic: Sewing Equipment

Subtopic: Sewing Notions

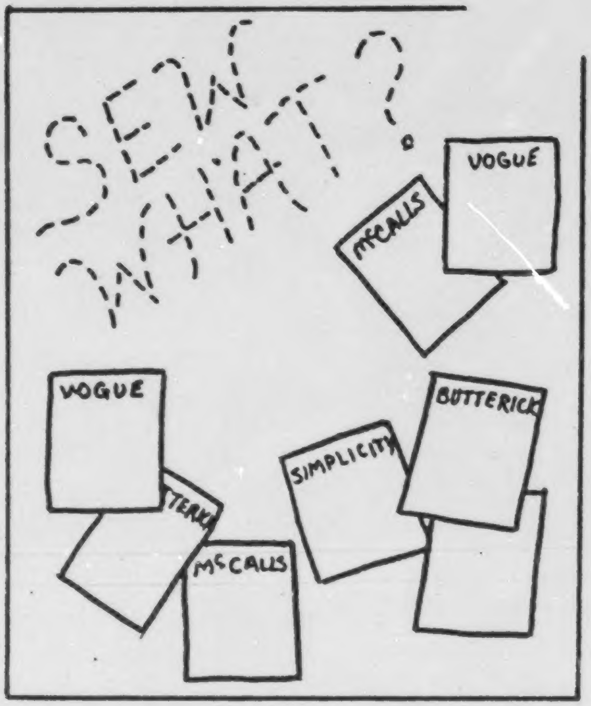


Use real notions and attach to bulletin board.

Cut out waves which represent ocean from construction paper and attach to board; or use cotton to represent waves.

Topic: Pattern Selection, Preparation, Alteration, Placement, and Recycling

Subtopic: Commercial Patterns


SEW WHAT?
VOGUE
McCALLS
VOGUE
BUTTERICK
SIMPLICITY
TERICK
McCALLS

Put up patterns that you suggest that your students make.

Attach different types of pattern envelopes attractively to the bulletin board.

Topic: Pattern Selection

Subtopic: Size and Measurement

"WHICH TYPE ARE YOU?"

(Use back of a pattern envelope for drawings.)

Misses	Miss. Petite	Junior	Junior Petite
Waist to hip--9"	Waist to hip--7"	Waist to hip--9"	Waist to hip--7"

Sketch, cut out, or use commercial figure types.

Attach to bulletin board.

Write the different figure types on construction paper
   Misses about 5'5"
   Miss Petite about 5'2"--5'3"
   Junior about 5'4"--5'5"
   Junior Petite about 5'--5'1"

Attach these to the figure types they match.

Indicate the waistline of each figure type and the measurement from waist to hip.

Resource

Textbooks

Iowa Home Economics Association. Unit method of clothing construction. (6th ed.). Ames, Ia.: Iowa State University Press, 1977, 14.

Subtopic: Packet Information

"WHEN NOTHING ELSE WORKS TRY READING."

Attach envelope of pattern with back side up on bulletin board.

Subtopic: Packet Information--Pattern Symbols, Selecting Pattern Pieces

"DO YOU KNOW YOUR SYMBOLS?"

Pin pattern pieces on the bulletin board.

Write names of symbols on construction paper and attach to symbols on pattern piece.

Subtopic: Placement

"WATCH YOUR PLACE."

Make lines and symbols more legible on pattern pieces to be used.

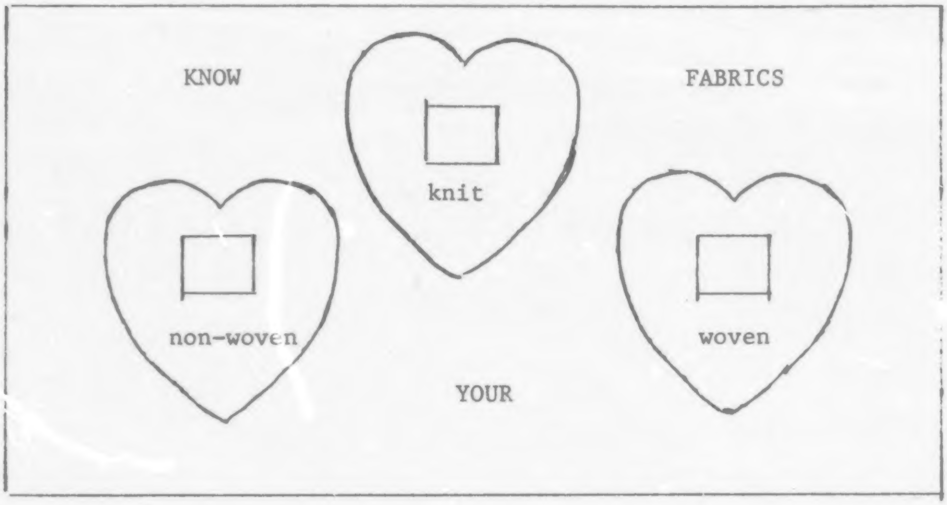
Pin a piece of fabric or soft paper folded correctly on the bulletin board.

Attach pattern pieces to board.

Topic: Fabric Consideration

Subtopic: Fabric Preparation: Woven, Knit, Nonwoven

"KNOW YOUR FABRICS."



Cut heart shapes from construction paper.

Attach fabrics to paper.

Write names of fabrics on paper.

Attach to bulletin board.

Subtopic: Stripes

"WATCH YOUR STRIPES."

Collect pictures of garments made from stripes--vertical, horizontal, diagonal.

Arrange them attractively on the bulletin board.

Subtopics: Plaids--Identity, Selection

"DRESS UP WITH PLAIDS."

Cut pictures of garments made from plaids--even, symmetrical, uneven.

Arrange on a bulletin board.

Topic: Fabric Consideration

Subtopic: Napped and/or One Way Design

"SEW WITH NAPPED FABRIC."

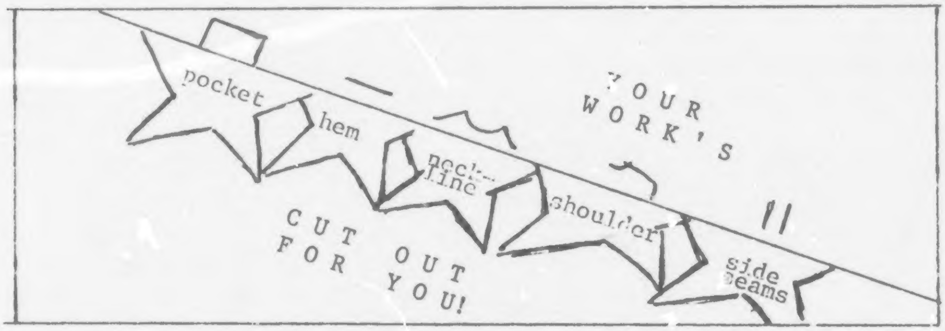
Get a piece of fabric with nap or one way design.

Attach pattern pieces to it.

Attach to board.

Topic: Pre-Construction

Subtopic: Cutting


pocket
hem
neck-line
shoulder
side seams
YOUR WORK'S
CUT OUT FOR YOU!

Cut stars from construction paper.

Cut parts of garment from construction paper.

Write names in stars.

Arrange on board.

Subtopic: Marking

"MARK AND BE MORE ACCURATE."

Get small pattern pieces.

Attach them to pieces of fabric.

Do a different method of marking on each.

Attach to board.

Subtopic: Pressing

"PRESS WHILE YOU SEW."

Cut pictures of pressing equipment.

Write names on construction paper.

Attach pictures to board and place names either above or below them.

Topic: Gathering and Shirring

"DRESS IT UP WITH GATHERS."

Make step by step samples.

Attach to construction paper.

Write each step on construction paper.

Attach to the board.

Topic: Darts and Tucks

"TUCK YOUR DARTS."

Use the same ideas as above.

Subtopic: Pleats

"PLEATS ARE FASHIONABLE."

Make samples of pleats.

Mount on construction paper.

Write names of pleats either above or below.

Attach to a board.

Topic: Seams

"GOOD SEAMS GIVE GOOD FIT."

Make step-by-step samples of different seams.

Mount on construction paper.

Topic: Facings

"WE ALL NEED FACES."

Cut different types of facings.

Mount on construction paper.

Write names on construction paper.

Topic: Collars

"A WORLD OF COLLARS."

Collect pictures of different kinds of collars.

Arrange them on the board in a circle.

Write the names on construction paper and attach.

Topic: Sleeves

"ONCE YOU'VE MADE 'EM LOVE 'EM."

Collect pictures of different types of sleeves.

Write names and mount.

"KNOW YOUR SLEEVES."

Cut sleeves from pattern piece.

Write names of parts on construction paper.

Attach sleeve to board and label parts.

Topic: Zippers

"ZIP THEM UP."

Label and display different types of zippers.

Topic: Hems

"LET'S GO WITH HEMS."

Make samples of different types of hem finishes.

Attach to construction paper and label.

Attach to board.

Topic: Fasteners

"WHY USE PINS."
"KNOW YOUR FASTENERS."

Collect different types of fastenings; label and put on board.

Topic: Trims and Tapes

"TRIM THEM UP."

Collect samples of different types of trims and tapes.

Attach them to pieces of fabrics using different method.

Attach to construction paper and label--name of trim or tape and method of applying.

Topic: Pockets

"DRESS IT UP WITH POCKETS."

Make samples of pockets.

Attach to construction paper.

Label,
OR
Collect pictures of clothes with pockets.

Attach to construction paper.

Topic: Waistline Finishes

"SHAPE UP YOUR WAIST."

Collect pictures of pants and skirts that are made with different waist finishes.

Attach to construction paper.

Write method used for finishing.

Topic: Buttonholes and Buttons

"BUTTON THOSE HOLES."

Make step-by-step samples of buttonholes--hand and machine.

Attach to construction paper.

Write step I, etc.

Divide board into two halves with "hand" on one side and "machine" on the other.

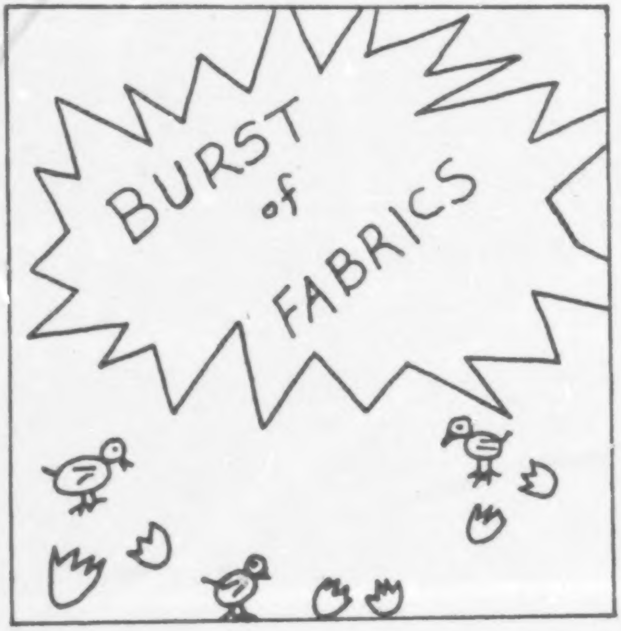
Topic: Tailoring

Subtopic: Standards for a Tailored Garment

"THE TAILORED LOOK."

Collect patterns suitable for making tailored garments.

Subtopic: Fabric



Add samples of fabrics to the bulletin board.

Collect samples of fabrics suitable for making tailored garments.

Subtopic: Equipment for Tailoring

"USE ME FOR A BETTER FINISH."

Cut pictures of tailoring equipment.

Attach to construction paper.

Write names of equipment on paper.

Attach to board.

Topic: Tailoring

Subtopic: Lining, Underlining, Interfacing

"CREATE A MORE PROFESSIONAL LOOK."

Collect samples of fabrics used for lining, underlining, and interfacing.

Attach to construction paper; write names of fabrics on paper.

Attach to board.

Topic: Tailoring

Subtopic: Fitting--Principles

"HOW DO I LOOK?"

Collect pictures of tailored garments--good fit and bad fit.

Divide board in two.

Discuss why pictures were placed under each heading

Have students arrange good fit on one side and bad fit on the other.

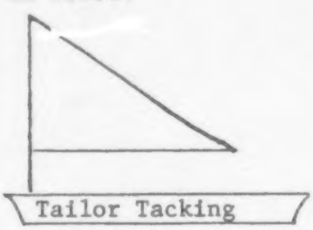
Subtopic: Construction Techniques for Tailoring Factors that Influence Selection of Tailoring techniques

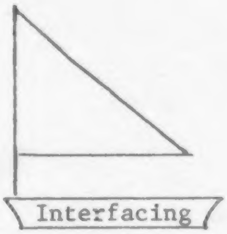
"SAILING WITH TECHNIQUES."

Using construction paper, cut out shapes of boats.

Write the tailoring techinques on each paper board.

Arrange on board.





etc.

Economic Aspects of Clothes

Topic: Decision Making

"DECISION! DECISION!"

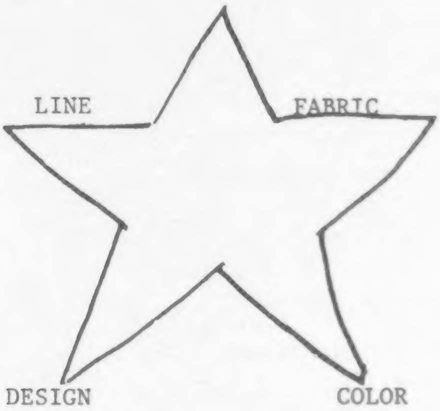
Write the steps in the decision-making process on construction paper.

Locate pictures which correspond to each step.

Topic: Wardrobe Planning

Sub Topic: Clothing Design Principles
Fibers and Fabrics

"PLAN YOUR WARDROBE ACCESSORIES."



Cut this picture from construction paper. Write principles on construction paper.

Sub Topic: Care Requirements

"READ AND TAKE CARE."

Ask students to collect and take to class labels which include information on the care and fiber content of a garment.

Arrange on board.

Topic: Family Clothing

Sub Topic: Children's Clothing--Importance, Selecting Features

"KIDS ARE PEOPLE TOO."

Collect pictures of children's garments, depicting growth, self help features, attractiveness, etc.

Mount on construction paper.

Sub Topic: Children's Clothing--Measuring and Sizing, Workmanship, Buying Tips

"CHOOSE CLOTHING WISELY."

Collect pictures of clothing a child in each age category will need. Mount on construction paper.

Divide board in five equal parts.

Write the name of each group on construction paper.

Sub Topic: Men's Clothing

"MEN ARE IN FASHION TOO."

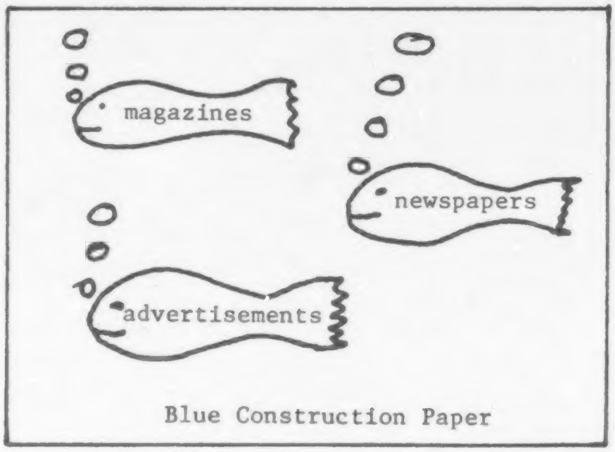
Collect pictures of men's clothing which should be included in the wardrobe.

Mount on construction paper.

Topic: Accepting Consumer Responsibilities

Sub Topic: Sources of Consumer Information

"SEA OF INFORMATION."


magazines
newspapers
advertisements
Blue Construction Paper

Cut shape of fish from construction paper.

Write sources of consumer information on paper.

Cut bubbles for fish.

Use blue construction paper for background.

Sub Topic: Basic Rights

"LETS EXERCISE OUR RIGHTS."

Ask students to collect articles from magazines and newspapers which describe consumer responsibilities.

Sub Topic: Labels

"THEY GIVE A WORLD OF INFORMATION."

Ask students to collect different clothing labels.

Arrange in circle.

Sub Topic: Complaints

"CONSUMERS HAVE RIGHTS."

Ask students to collect letters of consumer complaints from newspapers and magazines.

Sub Topic: Advertising

"USE THE AD SECTION."

Collect pictures of clothing advertised in newspapers, catalogs, bulletins, and pamphlets.

Mount on construction paper.

Topic: Energy Needs

Sub Topic: Factors Affecting Thermal Comfort Using Clothing to Save Energy

"IT PAYS TO DRESS WARM."

Collect pictures of clothing that provides warmth.

Mount on construction paper.

"END OF DOCUMENT"